

VOLUME IX

The

NUMBER 6

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.
MAGISTRI NEQUE SERVI



FEBRUARY 1929



CALGARY NUMBER

Fact or Vision?

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—President Butler in his "Meaning of Education."

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VOL. IX.

EDMONTON, FEBRUARY, 1929

No. 6

The Reorganization of Rural Schools

W. WALLACE, M.A., F.R.S.C.

Dear Mr. Editor,

Following my letter in your January issue, discussing the relation of education to public welfare, I would like to offer a few remarks on the proposed reorganization of rural schools in Alberta.

I shall assume the following propositions, developed in my January letter:

(1) That education is today not merely a profitable appurtenance of the individual citizen, but is, moreover an indispensable cog in the machinery of modern civilization, a vital factor of the common welfare.

(2) That education, as a public service and a proper object for the expenditure of public funds, is chiefly concerned with the efficiency of the community as a co-operative corporation for the promotion of the common welfare.

(3) That the industrial and commercial efficiency of a community is the greatest possible when, among other conditions, the co-operative units are employed in the tasks for which, individually, they are best fitted by nature and inclination; that is, when there are as few misfits as possible.

(4) That, in this regard, the common school is primarily concerned in the evolution of the distinctive aptitudes of the children of the community; whereas, actually, by the mass policy in common vogue, it tends to obliterate, by neglecting and ignoring, all but the most persistent personal tendencies.

It is an obvious deduction from the argument outlined in these propositions that the people of Alberta would find it profitable to overhaul their common-school system, especially in regard to its mass policy.

In considering the operation of the common school system with a view to increasing its efficiency, it is necessary to discriminate between two distinct aspects of the problem. On the one hand is the question of administration, which includes taxation, the provision and maintenance of school accommodation and equipment, and the supply and control of the teaching staff. On the other hand is the pedagogical question of the due relation of teacher and pupil, of the inside policy of the schools as destined to achieve the ultimate purposes of the responsible directors of the system.

These two modes of educational activity are clearly not co-ordinate. Administration assembles the means which make teaching possible. The entire cost of education is on the administrative side: teaching, *per se*, is a spiritual process—the *raison d'être* and climax of all other educational effort. Indeed, the sole justifications at any time for incurring increased expenditure on account of administration is an expectation of corresponding increase of pedagogical efficiency within the schools; and since there must inevitably follow a corresponding depression of the general welfare, considerations of economy, unduly pressed, are but foolish parsimony when they involve a depression of essential efficiency.*

Assuming then that the Government's proposals for the reorganization of rural schools involve an increase of operating expenditure, what promise do they contain of increased pedagogical efficiency to justify the increase of working cost? A satisfactory answer to that question is clearly a *sine qua non* of favorable reception by the ratepayers concerned.

For one thing, it is reasonable to expect that, under the wider control, all schools will be operated on a full-time basis—no more six-month schools; no more long vacations to save the teacher's salary and keep down taxes—and that school accommodation will be found for all children of school age, in new settlements as in old. Full time school accommodation for all; that in itself carries with it an appreciable advance in essential efficiency; since that efficiency is practically nil for children of school age who are not actually attending school.

Another thing—the morale of the teaching staff will be greatly improved by the fact that, under the new system, every teacher will be a member of an organized staff instead of an isolated unit at the mercy of every kind of irrational local circumstance. The possibilities of professional combination, moreover, will be notably increased, and a new *esprit-de-corps* will inspire all to higher levels of efficiency.

Of great importance also is the provision to be made for supervision. Much depends, however, on the kind of supervision contemplated, and on this point there may be difference of opinion. Proper supervision is an important factor of pedagogical efficiency; but the efficiency of supervision depends largely on conditions which may easily be overlooked.

There are ways in which reorganization may be expected to improve the pedagogical or teaching efficiency of the schools. But they are obviously indirect; and, paradoxical as it may seem, may even involve a reduction of essential efficiency. Anything that increases the efficiency of thieves and other malefactors diminishes, obviously, the welfare efficiency of the community. And so, in regard to school work; if the pedagogical policy of the schools is framed on wrong lines in any part, increased efficiency in carrying out that policy will tend to reduce correspondingly the ultimate efficiency of the service of the schools to the community.

As there is good reason to believe that the pedagogical policy of the common school is wrong in an important respect, viz: in its neglect of individual aptitudes and personal tendencies, there is clearly little justification for incurring expense in reorganization unless it is to be followed by an effective pedagogical overhaul. Whilst it is in the nature of things that re-

*The term "essential efficiency" refers to the ultimate effect of education as a factor of public welfare, equivalent to "welfare efficiency."



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organization should come first, an assurance on the part of the government that the more vital reform will follow would surely tend to reconcile the more intelligent ratepayers at least, to the expense involved in reorganization. The returns in increase of essential efficiency, involved in these two lines of reform, might readily be in inverse proportion to their cost.

It cannot be insisted on so strongly that the grand climax of all educational activity lies in what takes place within the four walls of the school rooms. It follows that the most rigid economy should be practised in every other activity of the system in order to leave as much of the available income as possible for the immediate service of the schools. This appears to furnish a broad line of discrimination as between the county and the provincial unit of administration, in favor of the latter; but there are other considerations.

There is a tendency to clamor for uniformity. The ostensible aim of the present scheme of reorganization is to provide uniform educational opportunity throughout the province under a system of uniform taxation. At present the school system boasts a uniform system of school books and a uniform curriculum; a uniform system of grading according to age, and uniform methods of instruction. The fact that neighbouring provinces, having also uniform systems, differ in detail from Alberta, was discussed at the U.F.A. convention under a resolution which calls for steps to be taken to secure inter-provincial uniformity, in order that children whom necessity compels to migrate from one province to another may suffer no discontinuity in their school career. On the eve of reorganization it is important to reassure ourselves of the desirability of this quality of uniformity of educational means and methods, which is at present almost universal in its application. For on it turns a most important question—the status of the supervisor. If the policy of uniformity is to be continued, the supervisors should be provincial officers directing a common provincial policy. But if it can be shown that the policy of uniformity is—in the language of Prof. Nearing: "A social maladjustment, involving serious social cost," then the supervisors should be officers of the divisional boards and independent of the central authority.

The only ground upon which the policy of uniformity can be logically retained is that the existing system serves sufficiently well the present needs of the common welfare. But the very fact that the government is contemplating a revision of the school system may be taken as indicating a prevalent sense of dissatisfaction with the present system. And since, moreover, no one is wise enough to diagnose with certitude either the exact nature or the seat of the trouble, experiment is necessary in order to discover these and to determine the proper remedies. Clearly, the new system will adapt itself most effectively to this condition if the supervisors are free to act independently of each other and of any common authority; that is, if they are officers of the divisional boards, subject only to the control of their respective boards.

It may be expedient to confirm this rather casual argument by more substantial examination. What are the facts involved? It is probably true that no two people are exactly alike this side the grave. "What is one man's food is another man's poison." "*Tot homines, tot mentes.*" And even if we group together people of near-similarity, we are forced to recognize a considerable number of types of widely different characteristics. Concomitantly, society demands of its members many different kinds of service, requiring as many different kinds of ability, from the purely physical

capacity for manual labor to the rarest capacity for intricate and comprehensive thought. Primarily it is the business of the common school to initiate the process of fitting the prospective workers to the several tasks, each to the kind of service for which he is best adapted by nature and inclination; since in that way only can we avoid the evil consequences of "misfits" and attain the highest efficiency in promoting the general welfare. Can it be claimed that the common school makes any rational attempt to recognize the distinctive aptitudes and personal tendencies of different types of children with a view to realizing this aim?

Let us dig just a little deeper. Admittedly any kind of physical exercise tones up the whole muscular system, not only developing the muscles specifically employed in each case, but reacting also indirectly on others not specifically involved. Walking exercise is said to be excellent in this regard. But no one would depend on walking exercise who wished to attain special development of the biceps muscles of his arms, or of the muscles which operate his fingers as in piano-forte playing. Nor would anyone depend on piano-forte playing to develop a shapely calf on his legs, or to strengthen the action of his lungs.

So in school work it has to be admitted that every kind of effort to learn carries with it a general as well as a specific reaction on the health and vigor of the brain. The reading lesson, in the wider sense of the term, resembles walking exercise in the variety of its reactions on mental development. It is relied on as the most effective means of promoting general intelligence. But capacity for accountancy requires specific exercise.

So does capacity for artistic expression—and for creative imagination; for scientific reasoning, and for remembering. Now, more or less, the school curriculum covers all these lines of mental action; and, in a sense, therefore, it provides for all kinds of personal aptitude. But school classification ignores personal aptitudes—especially that fine quality of creative imagination, and, roughly speaking according to age, groups together all types of children for common instruction; and there is a growing conviction that this policy amounts practically to neglect and ultimate loss of valuable economic resources which ought to be carefully conserved and developed in the interest of the common welfare.

The reaction of "uniformity" on the teacher is equally important. The law of life is variety, not uniformity. Similarity is common in nature, but similarity is not uniformity. Variety stimulates the mind; uniformity hypnotizes it. A new book excites interest and curiosity; an old book, like an old friend, is soothing and restful. A new method challenges criticism and arrests attention; an old one induces lethargy and inattention. Any curriculum is new to the scholars; every curriculum is an irksome bondage to a live teacher. Good teachers differ in temperament and outlook as much as other people; and a rigid curriculum tends to repress the best service a teacher has to offer to his task, viz: that which bears the stamp of his own individuality. A curriculum slavishly followed changes what ought to be a spiritual process into a mechanical operation; and the system which requires such slavish adherence requires not teachers but drivers. Which explains in part why such systems fail to attract or retain the best types of teacher in their service. A curriculum may be a helpful guide to inexperienced teachers for a year or two. After that a teacher of the right calibre requires freedom of initiative in order to give of her best; a general assignment, supplemented by suitable terminal examinations, is all that is required to ensure such uniformity as may



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be desirable. Such freedom of course calls for intelligent and sympathetic supervision.

The whole system appears to need loosening up; and much careful experimentation is required in order to discover how best to bring current school practice into line with modern business methods and the various and varying requirements of modern industry generally. This consideration not only favors the county unit of administration as against the provincial unit, but calls for as large a measure of county autonomy as may be practicable. Each county supervisor should be free to conduct any kind of pedagogical experiment for which he can secure the concurrence of his own board; and he should be free from interference by the central authority. It might conceivably be advisable for the Minister of Education to nominate the first set of supervisors; but all subsequent appointments should be made by the county boards. Official dependence of the supervisors upon the Central Authority would unduly limit the freedom of initiative of the supervisors, and would tend on that account to make the office less attractive to the best type of applicant.

A supervisor is to all intents a school principal, and should be subject to his divisional board like the rest of the school staff. As appointees of the Central Authority the supervisors, along with the other provincial officials, would tend to become a rigid and conservative bureaucracy; and the position of the county boards would become intolerable as soon as they realized that, while they were responsible for the operation of the schools, they could not control the principal. At the present juncture it is not uniformity that is needed so much as variety; and, for perhaps a long time to come, the supervisors should be rivals in research rather than co-operators in administration. Not until time and experiment shall have found the answers to many subtle questions will the province be justified in cutting costs by approximating its divisional systems.

A similar line of argument applies to the size of the county divisions. I have suggested that the essential function of a supervisor is that of a school principal; and a school of 150 rooms, with anything from 5 to 10 miles between the rooms, is obviously too big for efficient handling, even with the help of two assistants. The marked contrast with the size and compactness of a city school, and the general superiority of city school teachers, is a striking feature of the situation. The size of the divisions should at least be cut in half; but that is a detail which must be determined by the cost the province is able and willing to bear.

In this connection it cannot be too strongly urged that little fruitful outcome is to be expected if the contact of the supervisors with the schools is to be of similar nature and duration to that of the existing inspectorate. A supervisor ought to actually teach, in each of the school rooms under his direction, at least two or three days in succession several times a year. In no other way can he acquire true impressions of the real nature of the pedagogical problems to be solved. The intervals between visits will in the nature of the case be so long, and the duration of them, relatively, so short that an appreciable part of each visit will have passed before the atmosphere of the school settles down to normal.

The Minister is to be congratulated on the luminous and comprehensive statement he has written for the "U.F.A." of 2nd January, 1929. It will help to clear up misunderstandings which have resulted from his occasional utterances on public platforms, variously reported in the public press. His delightful preamble gives an agricultural tone to the situation, which is illuminating. Assuming that this statement has not also been published in the A.T.A. magazine, I quote

the following paragraph. After describing the genesis of the Wheat Pool, the Minister goes on:

"The farmer has on his hands another great enterprise, no less important than the selling of his wheat—the buying of education for his children. This great enterprise is today in much the same position as was the marketing of wheat before the organization of the Pool. A good deal of dissatisfaction prevails. Many resolutions have been passed. Some improvements have been made. But no solution has been found, nor will one be found until it is recognized that, for our 3,000 rural school districts, the system of individual buying is just as faulty as was the individual selling of wheat. The system defeats our aims. We must do for education what has been done for marketing. The problem must be grappled with in the same big way."

After reading that paragraph I felt sure that the Minister had decided to drop the local school board altogether as a partner in the conduct of the schools. But I was wrong in describing the changes proposed, he says:

"The local district will retain all its assets and liabilities and will keep all the financial responsibilities it now has except that of paying the teacher. Local funds will therefore be needed. These will be requisitioned from the municipality or the improvement district and levied by the municipality on the local district, as is now done in collecting municipalities."

That means in detail:

(1) That the erection of new school districts will depend on the local vote, as heretofore;

(2) That the construction and equipment of new schools will be a debenture burden on the local districts, as heretofore;

(3) That the maintenance of school buildings and equipment and of school property generally will be in the hands of local boards, as heretofore;

(4) That the supply of school books and materials for current use will be under the control of the local boards as heretofore.

Apparently the divisional board is to own the teacher, but neither own the school nor supply the material means of carrying on. The local board, on the other hand, is to own the school and supply the material means of operation, but to have no control over the teacher who uses these things. It does not require the vision of a prophet to foresee the peck of trouble the poor teacher is in for between the local board on the one hand, suspicious but powerless, and interested only in economy, and the supervisor on the other hand, representing the larger board, pressing strongly for efficiency, but unconcerned officially about the current cost.

Under the new scheme the local board loses the power of dismissing the teacher officially; but it appears to retain sufficient power to harass the teacher in her daily operations in such a way that she may be driven to resign in disgust; and as nowhere else in Alberta can she expect to find different conditions, a shortage of teachers is likely to be one of the early consequences of inauguration of the scheme in its present form. The only remedy in sight is the power of the Minister to substitute an official trustee for the naughty board. But this is a drastic remedy, and would probably, under the circumstances, have to be applied on a wholesale scale; so that it would appear to be simpler to retire the local boards altogether, transferring their rights and duties to the divisional boards.

The paucity of duty assigned to the divisional boards points to the same conclusion. The appointment and dismissal of teachers on the recommendation

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of the supervisor, and the making up, monthly, of the teacher's time sheet for the central department, a duty which would be delegated to a clerk who would have little else to do, surely do not afford sufficient justification for the long journeys which most of the hundred busy farmers would have to make every time they had to attend the meetings of the county boards.

The dropping of the local board would, of course, necessitate the appointment of a local officer to take care at all times of the school property, to protect the

teacher from undue interference on the part of parents and others, and generally to act as local correspondent and agent for and with the divisional board. In the last regard he might be able to function very usefully as a school attendance officer. Any resident ratepayer of reliable character, who lived reasonably near to the school, could serve the purpose. There would be little in the way of correspondence for him to attend to while the school was in session.

More Education and Better Schools

Address delivered by LINDLEY H. BENNETT at Crescent Heights United Church, Calgary
Sunday, Alberta Schools' Week

THE Alberta Teachers' Alliance, as part of its many activities, seeks to keep the public informed as to the educational needs of the child and to emphasize the community's responsibility with regard to the school. It is conducting an intensive campaign through all available channels. As the church and the school occupy common ground in connection with spiritual culture, the teachers value greatly the opportunity of using the pulpit for conveying their message to the fathers and mothers of the community, and the thanks of the A.T.A. and all educators are tendered to the Minister and managers of churches for so kindly placing them at the disposal of the teachers for this purpose.

I wish to add your spiritual support to the educational urge that is sweeping all countries at the present time, and particularly to make you feel that an adequate education is the greatest need and the greatest privilege of the present day, and that it will justify all the money and thought given to it by the older people and all the time and effort given to it by the younger ones.

In the first chapter of Ecclesiastes and the eighteenth verse we find these words "*For in much wisdom is much grief; and he that increaseth knowledge increaseth sorrow.*" In other words what is the use of "getting an education." I am sure that many a child in this congregation when doing his or her nightly homework would be inclined to echo the words of the Preacher and add "What's the use? Why do I have to read about the Romans, study the mountains of Asia, or learn to do calculations by means of letters? I am living in Alberta, the Romans have been dead a long time, and dollars and cents are good enough for me." And if they knew their Bible they might add in the words of this same Preacher in the twelfth verse of the twelfth chapter "*of making many books their is no end; and much study is a weariness of the flesh.*"

But in the thirteenth verse of the second chapter we find these words "*Then I saw that wisdom excelleth folly (ignorance) as far as light excelleth darkness.*" The older people of the congregation know this to be true and that it is based on a better philosophy than the half truth expressed in the first statement. It is better to know even if knowledge brings grief, because the capacity for grief brings with it the capacity for enjoyment. One reason that man is higher than the animals is that he has such a wide range of emotional life. It is the business of education to lift man above a mere animal existence and give him the knowledge and wisdom that make him God-like.

What are the fundamental needs of man's life? Until quite recently food, clothing, and shelter were considered to be the only prime necessities. These

are really only animal requirements—they vary only in degree; some domestic animals receive finer treatment in these elements than some people. Within the time of the present generation, education (through schools) has been added to these. Today, this education has become as much a necessity as either of the others. It is necessary in order to get a living, in order to enjoy life, in order to fit our life to that of others, and in order to carry on the social state.

The progressive state, therefore, releases its young people from productive employment and provides for their instruction. This school instruction is considered of so much value to the state that it relieves the parent of a large part of the direct cost of it and compels the local community to pay during eight, ten, or twelve years, nearly as much for the child's education as his parents pay either for his clothing or his shelter and about half as much as they pay for his food.

The complete education of the child is, of course, effected by the whole environment of his life—home, community, books, church, companions, play, etc.—but the school takes most of his waking hours and is especially organized for affecting him, and so becomes more and more the chief element.

Not always has the state paid so much attention to the common youth of the nation. The recognition of the need for education has varied according to time, place, race, and the social and economic conditions. It is certainly true that the schools of a people reflect their ideals and their philosophy of life. The ancient peoples (with the exception of the Hebrews)—Egyptians, Persians, Greeks and Romans—limited education to the ruling class. After the Protestant Reformation education was extended in many European countries but it was limited by the requirements of the church. Up to fifty years ago, even in the most progressive countries, education was limited to the bare rudiments of learning for all but the favoured few.

The children of the present day do not know and cannot realize what has been done for them socially during the last sixty years. Many fathers of children now in school left school at twelve or thirteen years of age and went to work; and many of their fathers left school and went to work at the age of nine or ten. Now, in this province, a child is compelled to attend school until fifteen years of age and no one may employ him under that age; and in Ontario and other places he has to take a certain amount of schooling until he is eighteen. Within two generations child labour has been done away with and child education has taken its place. Your grandfather may have left school while he was practically a baby and had to do ten or twelve hours' work each day, before his growth had well started, whereas you who are now in school will

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probably stay at school until your growth is nearly finished and when you do go to work you will probably not work more than eight hours a day. This is an educational advance that has no parallel in past times as affecting so large a group.

The conditions of life have been altered as the result of the advancement of science. Inventors have made practical application of the work of scientists. The ideals of life have been altered by poets and other inspired writers. Practical reformers have applied these ideals to education and a great flood of human betterment has resulted. Today, the great autocracies of the world have given place to still greater democracies; the "divine right" of the few has given place to the "diviner right of the many," the span of human life has been lengthened and the many are now seeking to benefit from this by lengthening the period of youth and devoting the time gained to the training and development of the intellectual powers.

What a heaven of delight the modern school would have been to those forgotten grandparents—to exchange ten hours of manual labour under unhealthy surroundings for five hours of light work in comfortable quarters; and, in addition, to have expert teachers show them the world of mind and matter and men through the windows of literature, history, science, and industry. It would have been no weariness of the flesh for them but rather like a little Alberta sunshine in place of a London fog.

But not all schools are little bits of heaven—even here—in Alberta; not all communities are equally progressive; and not all individuals are quite persuaded that all the time and money spent on education are fully justified. And so it is necessary for those who have the faith to let the truth be known wherever and whenever opportunity occurs; to keep the light burning, to light fresh torches so that the darkness of folly and ignorance may not come in our time or through our lassitude.

Education may be likened to the sea: it envelops the earth; it is made more use of in some places than in others—and it has its tides. Over twenty years ago a friend of mine teaching in Alberta wrote to me that he could not see any educational future for this province. In reply I sent him a verse of poetry that I thought applicable and which has proved true:

"For while the tired waves, vainly breaking,
Seem here no painful inch to gain,
Far back, through creeks and inlets making,
Comes silent, flooding in, the main."

The educational tide has ebbed and flowed in the West several times since then but each tide has brought some ship to port with a more or less valuable cargo. For some years educational matters in Alberta were at a low ebb and recent tides have been of the neap or low variety but I feel that the creeks and inlets are filling up for a spring tide that will bring in some deep draught ships carrying cargoes for which we have long been waiting.

And let us not wait to see what is being done elsewhere. Let us stand out educationally as our mountains stand out on the sky-line, so that the last stanza of the little poem by Clough, from which I have just quoted, may be applied to us for our outstanding educational work:

"And not by eastern windows only,
When daylight comes, comes in the light;
In front, the sun climbs slow, how slowly!
But westward, look, the land is bright!"

The School is Alberta's Chief Industry

By RACHAEL J. COUTTS, Calgary

The school as an industrial concern with its central office in the Education Department, Edmonton, with its branch offices in the various centres and rural communities throughout the province, may well be regarded among the foremost industries of Alberta. From the standpoint of lands, capital investment in buildings and equipment, its importance is at once recognized. The employees also number several thousands, and their total pay cheque amounts to a considerable sum. Then, from the standpoint, merely of monetary outlay the schools must be regarded as compelling the serious attention of all the shareholders—namely the whole body of the citizens of the province. But when we take into consideration the raw material upon which the school operates the children of all the people, the nation's greatest asset, the hope of the future, no industry can compare with the school. That it takes the foremost place none would have the temerity to question. Also in its output and its profits the school is unique. It is difficult to get a unit of measurement by which these can be estimated. They are intangible and invisible and only life reveals their value. Remove the school entirely from the community then perhaps the imagination may suggest an approximate value.

PRODUCT OF MACHINE AGE

To speak of the school as an industry is not after all so far-fetched. In its present form it is the product of the machine age. And in the nature of its organization it partakes more or less of the factory system. As in the factory so, even yet too much in the school, all the children are put through the same process, and insofar as nature will permit are turned out a standardized product. The present tendency in educational circles, is to question the wisdom of this one process method, and to insist on a more careful study of the child; to take into account individual differences, and to classify accordingly. We need to open up more avenues through which the constructive, the creative impulses of the child can find expression. To do this we must bring the life and work inside the school into closer contact with that of the community around it. This is the problem of the school, to break down the artificial, to minimize the coercive, the repressive and to liberate and stimulate the creative energies of the child. This too is the goal of the Alberta Teachers' Alliance. To accomplish this will mean the evolution of the school from a mechanized industrial plant to one based on the study of the growth and development of the child mind.—(Adapted.)

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Orthopaedic Classes in Toronto

By H. D. MILNE

THE special education of our disabled children began over twenty-five years ago when bed-side teaching was begun in the Hospital for Sick Children, a regular teacher being supplied by the Board of Education. This proved very successful. Indeed a crippled child has been known to exult in a circumstance which involved a term in hospital. "For now, Mother," she said, "I'll have a real teacher."

The next step was taken in 1921 when a teacher was appointed to educate disabled children in their homes. The enrollment was only seven to begin with but five years later, there were six home teachers, each having a class of fifteen. This service is still continued to cardiac and bed cases.

No visitor is more welcome than the home teacher who, twice each week, comes to the "shut-ins" bringing not only the traditional three 'r's but an additional three 'h's—happiness, hope and health. Yes indeed! Regular lessons act like a tonic to the convalescent child.

A further advance was scored in 1926 when two Orthopaedic classes were formed in Wellesley School and their transportation secured. The "Grey Line" Coaches collect the children, bring them to school and return them to their own homes each night.

At about ten o'clock the big coach rolls up to the door with its freight of noisy, happy children. A gang plank is placed, and out come those who can walk, some independently, others supported by a chum, nearly all wear splints or swing along on crutches. Many of them are carrying, in addition to the regulation book-bag, some loved treasure or object of interest—a curious nest, a home-made aeroplane, a dollie or maybe a pet is to be introduced to the school circle. Next come the more helpless, each one carried carefully by the attendant and placed in a special wheel-chair. Teachers and matron receive their vociferous greeting with responses milder but none the less hearty for a strong bond of good fellowship exists among all who are connected with these classes.

This group of children, now number forty-five, and range in age from six to sixteen. Three teachers are employed, covering the work of all grades and the first two years of High School. As the children are of normal intelligence the work does not differ from that of the ordinary school, except that it is largely individual, for in many cases, illness has interfered with schooling. In the multi-graded classes, however, it is easier to "catch up."

In academic work the Course of Study is followed, but the manual work must of course be adapted to many physical limitations. Fortunately the craft teacher is also an Occupational Therapist and so, wherever possible, the hand work has a therapeutic value. In this phase of the work, assistance is given by a group of University students who receive here the practical part of their course in Occupational Therapy. Speech correction is given by the director of this department to the children who require this service. In the senior class the hand work has a vocational trend. Several of the boys and girls are mastering the typewriter. Others are doing creditable work in sewing, weaving, leather work and book-binding.

The short day does not afford time for extra-curricular activities. A general session is held on Friday afternoons when community singing, harmonica band and memory work are combined to make an interesting

program with pictures once a month. The Senior boys and girls also constitute a Red Cross League which is of great assistance in the general activities of the school.

Special Days are always observed, Empire Day and Christmas being the most popular festivals. The children enter heartily into dramatic work. That Santa Claus sometimes goes on crutches or Bo Peep sleeps in a wheel-chair does not seem to mar the scene. Indeed where all are disabled, disabilities receive no special attention.

But a word or two in regard to the physical trouble. Fifteen of the children are obliged to use wheel-chairs. Four others can get about on crutches. The crippling is largely the result of infantile paralysis or spastic paralysis, though other diseases are in evidence. A matron gives the necessary personal attention and a man from the Board of Education shops attends each coach.

In the class rooms many unusual features are to be seen. Special desks of a design to suit the crippled child are used. Lavatories adjoin the class-rooms; hand rails and door pulls abound, bubble taps conveniently low, speak of comfort to the small boy; ramps eliminate the obstructing steps so that with doorways and ante-rooms of unusual width the wheel-chair can go everywhere. Wheel-chairs and kiddie-cars many and varied, suggest traffic problems. A glass door gives entrance to a delightful garden, where the children may spend their playtime.

If one chances to visit the school at noon he will see the use of this equipment.

The morning, 10.15 to 12.00, and no recess—having been devoted to work, lunch time finds these boys and girls quite ready for their hour of freedom. A wash-up is effected by means of face cloths hot and moist from the sterilizer. The gong rings and all move into the dining-room, where the matron and her assistant have in readiness a two-course lunch. The meal is a social function for the children are seated according to the preference of each. One notices how mutually helpful they are; here and there a boy may be seen feeding himself and his neighbor spoonful about. A committee of girls from one of the regular classes also assist the matron both in serving the meals and in feeding those with unsteady hands. The matron says the meals cost fifteen cents each but no one knows how she manages it.

About twelve-thirty, play begins when halls, class-rooms and garden resound with fun. The play seems most extraordinary! Fancy girls in wheel-chairs playing croquet; "crutch cases" scoring home runs or wee ones on kiddie-cars and caster chairs getting "home-free" in a game of hide-and-go-seek.

At one o'clock lessons are resumed but only until three when the coaches appear and carry off their exuberant cargo.

Did someone ask whether all this is very costly! The Board of Education who pay for it are assisted quite substantially by the Provincial Department of Education, and both of these wise bodies consider the money a wise and satisfactory investment. Service and social clubs, lodges and private philanthropists, all show their approval by frequent "treats" of one kind and another. Indeed when one contrasts the idle and aimless days of the cripple of former years with the glad hours of useful work or happy play which fill the days of these boys and girls one hopes that Orthopaedic Classes will soon be found in all our progressive Canadian cities.—(By Courtesy Calgary Locals)

Comments

By J. D. F., Calgary

I. Imperial Relations

An indication of the more continuous and sustained interest of Great Britain in the affairs of her Dominions may be seen in the tendency to secure first hand information by visiting delegations. During the past year these included the Empire Parliamentary Party, representatives of the Chamber of Commerce, the Young Ambassadors of the Empire and others. That there is much to be accomplished in this way is shown by the observations made from time to time either confirming or repudiating preconceived ideas of the country and its possibilities. One of these statements made by Mr. Mitchell, a member of the Parliamentary Party, is of special interest. He suggests that one of the principal causes for the failure of Canada to attract more of the British youth lies in the fact that the public schools of Great Britain are failing to give due prominence to the newer parts of the Empire. This criticism receives added force when corroborated by a leading Canadian educationist, who, after investigating the courses of study in the public schools of Great Britain comes to the same conclusion.

This suggests the question as to whether we in Canada in arranging our courses of study have made sufficient provision for acquainting the student with a thorough knowledge of our own Empire and its possibilities.

II. Anglo-American Amity

Out of the aftermath of ideas resulting from the united efforts of English speaking peoples in 1917-1918, sprang a movement to bring into existence in Great Britain fuller opportunities for the study of American history,—that is the history of the United States since 1783. True, this country had not been entirely ignored, for at Oxford some 30 to 40 students were reading in various fields of American history. The same was true to a lesser extent at Cambridge and at University College in the University of London, but among the smaller universities in England very little was attempted. This condition is in part to be explained by the fact that Europe has long been the chief subject of historical study in English universities, so much so that until quite recently there was little demand for courses in American history; but with the growing realization of the necessity for and advantages of a greater solidarity among the English speaking people in world affairs, a new impetus was given to this study. This movement has met with hearty co-operation from the Carnegie Endowment for International Peace, from different historical societies and from the State Department at Washington, both in contributions of money and in donations of works on different phases of American history. At the present time committees in London and New York are co-operating to endow a chair for instruction in this department at University College, London. As to the significance of this, Canada has frequently been referred to as the interpreter of Anglo-American thought but since direct communication is always preferable this would seem to be a step in the right direction. In this connection it is interesting to note that a similar tendency may be observed in Canada shown by the recent establishment at Queen's University of a lectureship in the history of the United States. It is surprising that we have waited

so long in taking such a logical step for it ought to be fairly obvious that two nations who have to live side by side cannot know each other's history too well.

Here again there is reciprocation for at the present time there are large numbers in American universities studying Canadian history.

But this line of effort will reach comparatively few,—only those on the higher levels—the rank and file of the rising generation must be reached through the public schools. The teaching here regarding past historic controversies will shape if not actually determine the beliefs of large groups of the future men and women throughout life, because the majority of children now in school, on either side of the line, will not continue beyond the eighth year. The realization of this truth has recently led to an examination of the history text books used in the public schools in each country. This examination reveals in many of the authorized text books a desire to make out the best possible case for their respective countries, rather than an impartial statement of the facts.

That the spirit of friendship recently expressed by Hon. Wm. Phillips at a Thanksgiving banquet held in Montreal—when he said, "that while the United States had many causes for thankfulness, outstanding among them was the continuous friendship of Canada"—may be maintained and strengthened, history text books should be revised from the point of view of drying up the sources of controversy.

III. World Contacts

But our endeavor must not end with our efforts to more completely integrate the separate units of the Anglo-Saxon fraternity. We must in addition strive to see their setting in world relationships because the progress of science has made of the world a community in which interdependence is constantly increasing in all its varied aspects,—a condition forcibly illustrated by the lurid experiences of the World War and its aftermath.

Here it is interesting to note that the seers of the past visualized the tendencies of today—illustrated by Kant who advocated for the first time the democratically controlled world state in which the interests of individual men and states should be reconciled with all mankind. In recent times the same idea was voiced by the late Viscount Bryce who realized the necessity for a new viewpoint in the writing of world history, as the one enunciated by the English historian E. A. Freeman less than a generation ago "that world history is past politics anecdotically organized and episodically expounded" is no longer acceptable. So Bryce advocated in its stead that world history should be presented from the cultural rather than from a geographical background, that it should be possible to find a common core of cultural attainment in the nations of the world that would supply a satisfactory framework for a universal text book, the central theme of which would be the progress of humanity towards a realization of a world community. Thus, a point of view may be developed and fostered which would prove an invaluable aid in promoting a better knowledge and understanding of our proper place in world affairs.

Pointing the Way to the Subnormal Child

By GENEVA PALMER, Calgary

NORMALITY is what the greatest number of individuals can do. The ones who fall behind the average are subnormal. The standard in schools has been established by what the greatest number of pupils can do and those who fall behind this are mentally deficient or subnormal, that is, if their failing to measure up is due to lack of intelligence and not some physical handicap or an event of circumstances.

Children vary greatly in mental capacity. They differ more in mental than in physical traits. The intelligence quotient or I.Q. is the relation the actual age bears to the mental age. Giving the average child an I.Q. of 100%: then those below average are below 100%, and those who, according to standard tests have accomplished less than 75% of the work assigned by the schools and who are three or more years retarded are in need of special attention.

In Calgary all pupils with an I.Q. of 75% or less are being placed in special classes. We cannot rightly call this a class for backward or retarded pupils as this might imply that they could catch up. It is a class for the subnormal, those 25% below normal in general intelligence.

This class is not a place where they simply mark time until they have reached the age when the law does not compel them to attend school. Neither are they put there simply to relieve the grade teacher who conscientiously tries to keep them up with the class (I might add though that the efforts that the teacher would put forth can be used to more advantage on the other members, thus the class as a whole can reap from the benefits of these classes). They are put there for their own betterment.

Why give this special attention? An educational system should meet the needs of all children and these need special attention. School prepares the child for life's work and since these children must make their living by brawn and not brain, why not train them in this way. The average tend neither to advance or degenerate but the subnormal are a burden socially and economically, so if we are to help the situation we must teach these future citizens to be self-dependent and earn their own living.

When a child has been placed in a special class we try to find out the material we have to work with and build with that. I think one of the first things to do is to help them get a bit of self confidence. They have been the poorest in the class, or the largest boy or girl in a class of smaller children. They have not failed to note their own deficiency. Their work was seldom praised because it was not worthy of it and somehow they couldn't help it because some of them are plodders and, alas, some are not. Perhaps when they found it useless to try, and found themselves getting further and further behind they spent their time excelling in mischief and getting attention this way. We all love attention.

To be first in a class of two would give more confidence than forty in a class of forty-one.

The number in these classes has been set at sixteen. This enables the teacher to give special attention and this is absolutely necessary as the ages range from six to sixteen. How and what are they taught? We can say regular school work with eliminations and variations in the morning, handwork in the afternoon.

As to the regular school work. What an average child can learn for himself the subnormal must be

taught. Habits must be formed, by drill and more drill.

These children do not learn as much or as quickly as the average child so we must go slowly. Because of this the things which they will use to make them self-dependent must be emphasized. As an example—teach correct English—by conversation over the telephone using a toy telephone; letter-writing; sending a telegram, using real blank forms, with a telegraph station and a play master, applying for a job, with an office and agent, and daily drill on the common misuses. I find I must show them the wrong as well as the right form in this as they do not associate the two.

I make arithmetic practical; I do not frighten them with numbers. Everyday problems taught the way they must use them; grocery bills, saving accounts, cheques, receipts, menu cards, measuring, such fractions as they use, not $\frac{31}{147}$ th.

In writing, legibility is our aim. If a child is deficient in mind who can say that his sense of proportion and muscular control are not amiss? We try to get a uniformity. We do find though that these children are very often good copyists.

Since our time is short we try to combine such subjects as Reading, History and Geography. I encourage them to read, join a library; a start is all they need. I went with them to the library to get a card and that was all that was necessary.

Citizenship—a help to a community and not a hindrance. Help the policeman because he helps them.

Help the postman by addressing letters properly, by wrapping packages well and in their own small way let them see they are a part.

Responsibility and self-reliance. Sportsmanship—to be a good loser as well as a good winner. Cleanliness in mind and body. Health habits. Root these things deep down and it will take a lot of tugging to get them out. I could add lots but I will sum it up in this, "Practical teaching to practical children." The handwork creates more interest, and work that we are interested in is what we all like to do. A busy child is a good child. Show me the boy who does not love a hammer and a saw or a girl who does not love bright wools or embroidery and I will show you an exception.

Teach them to make a simple thing well; let them see the finished product and they have gained a bit of self respect. Dr. Ransome Green of the Massachusetts School for the Feeble-minded, has said that a boy who can make a box well can earn his own living. This is the age of specialists, so why not turn out a box specialist. If a boy is painting a stool he won't grumble at an arithmetic problem finding the amount of red paint it will take to paint 100 stools and the cost, etc.

In most school systems a child must have attained a certain grade before they can benefit by the Manual Training and Domestic Science classes. Such is not so in Calgary. Through the efforts of Dr. Scott, Mr. Hanning, Miss Howard, Miss Errol and Miss Carson, classes have been established for these children over twelve years of age who seem capable of some training with these instructors but who, due to the lack of ability to attain school credit enabling them to attend the regular classes, would be deprived of this benefit. Perhaps they cannot measure up in theory, but Miss Williams, domestic science teacher, assures us that they do in practice.

Then the training under the Manual Training teacher is a good thing for the boys. They see the way men do things and they are doing the things other boys of their age are doing.

The girls are very enthusiastic over cooking and an arithmetic problem, finding the cost of a Christmas cake using pints, pounds, ounces, halves and quarters, was a pleasure, not a task.

Sewing, knitting, mending, darning, rug-making, crocheting and remodelling dresses are taught with worthy results.

And when they reach the age of fifteen and school days are over, although they have accomplished only a part of the work assigned them, the public school has done its part, and it is not turning out a child totally unfamiliar with some of the weapons with which one can eke out a living, be it a hammer, saw or paint brush—a needle, broom or mixing spoon. With these and a little self confidence, self respect, a sense of right and wrong, they will make their way in their way and our efforts are not in vain.

Work in the Special Classes of the Calgary Schools

By EVELYN CARSON, Calgary.

IT is now about ten years since the first special class was organized in the city, and during that time four others have been opened. These are located in Mewata Park, Tuxedo Park, and one room in the Ramsay Public School.

In past years the course of studies was the important part of education and all children had to study the same curriculum. Now we recognize the individual differences in children, and study the child to try to give him the education best fitted for his own particular needs, so we have schools of various types for children of different potentialities.

The special classes were organized to help those children who were unable to reap benefit from the public schools, who found the work making no appeal and being too abstract for them to derive much benefit. Those children who after spending two or three years in the public schools, and making almost no progress are taken into the special classes.

Here they are given training suited to their special needs. In the morning academic work is taken, reading, writing, spelling, arithmetic, composition, music. Of course these have to be made very concrete to enable the children to understand what is meant. Literature is taken in a very elementary form. Arithmetic is mainly adding, multiplying, division, and subtraction, and sometimes simple problems. The composition is to a large extent oral, and deals with different subjects, such as history, geography, nature study.

The afternoon is devoted to handwork, and it is interesting to notice the delight these children show and the pride taken in any problem given them. How eagerly and anxiously they set to work and how little discipline is needed while engaged in this type of work.

In the morning the children are graded according to their academic ability, but in the afternoon the girls and boys form different classes.

The girls are taught sewing from the simple basting stitches to the more difficult embroidery ones, mending, darning, plain sewing, fancy work, until they are able, under supervision, to cut out and make their own garments.

Besides sewing, they have a course in cooking and household economics, conducted along practical lines with as little theory as possible. The girls are encouraged to practice in their homes the knowledge they have obtained in the schools, and, on leaving school, wherever possible, positions are found for them where they will do the type of work for which they have been trained.

The boys devote most of their afternoons to woodwork. The use of tools, the handling of them, the making of simple toys to the more advanced problems, such as making simple furniture. They do some of the repairs about the school, putting in extra shelves and mending windows they have broken. They are taught how to make plans of woodwork problems, under instruction, and then to make the article without help.

Sometimes friends interested in the work of these children give orders to have different articles made for them, such as: waste paper baskets, fireside benches, magazine racks, etc. Some of the boys make Christmas presents for their friends and relatives, and one or two enterprising boys have sold their handiwork for more than the original cost, making a profit for themselves.

The results obtained from the special classes are very satisfying. As complete a record as possible is kept of all children who leave—their work, hours, pay, and the conditions under which they work. It has been found that in most cases they make conscientious, hard working employees.

The Education of the Physically or Mentally Handicapped

By MISS J. ERROL, Calgary.

THE sympathy of Dr. Garot, the philosophical educator, towards the mentally handicapped—sympathy which led to his founding a school for idiots in Paris in 1837 was the beginning of a movement which is now world wide by which children in any way handicapped, are given sympathetic understanding and individual help.

The growth of this movement was slow at first for nine years passed before similar classes were organized in England and America, classes which developed within a short time into institutions. Today there are hundreds of such institutions filled to capacity with low grade defectives and morons of anti social propensities.

But while low grade defectives, i.e., idiots or imbeciles were easily recognized and generally excused from regular school work it was a long time before public recognition was given to the fact that there were many children apparently neither idiots nor imbeciles yet who were unable to compete with their fellows in school work. During this lengthy period the attention of educationists was concentrated on formulating methods of instruction for the average pupil rather than planning for those whose intelligence was below par.

Not until the twentieth century do we find provision made for such pupils. When such classes were organized, they were so successful that the numbers increased by leaps and bounds, until today there are few educational districts in Great Britain, Europe and America which cannot boast of its special classes or schools. South Africa, Australia and New Zealand are falling into line and Canada, in spite of her youth, has already made noteworthy advance in this problem.

In the older countries where post school records of ex-pupils have been kept for a number of years, it has been found that, as far as economic efficiency is concerned, these pupils compare most favorably with pupils from graded schools. In some cases, where the work is largely of a mechanical or routine nature, manufacturing companies will employ special school pupils in preference to others, on the grounds that they have not only the advantage of varied manual training but they are not so easily tired of a monotonous occupation and so become more expert in time than a normal boy whose activities or ambitions demand promotion or change.

It must be remembered, however, that the foregoing statement does not apply to trades where initiative, originality or abstract thought, i.e., exercise of the higher mental functions are involved. What is termed "unskilled labor" is particularly suitable for persons of moron mentality but as this term covers such a wide field, a field which is mainly filled with laborers of normal intelligence it is not after all such a depressing outlook.

Calgary's educational authorities tackled this problem in 1918 and a class for pupils of sub-normal mentality was organized early in 1919 under one teacher. There are now five teachers engaged in this work and there is every likelihood that there will be considerable extension in the near future.

Special classes in the more thickly congested districts of Great Britain were soon supplanted by large schools where the pupils could be graded according to ability. In Scotland, the majority of special schools are built in crescent form with southern exposure, the ground floor equipped with sliding partitions and wide verandahs for the benefit of physically defective pupils. Cots for afternoon siestas for junior pupils, blanket capes for cold weather and couches for older pupils are in evidences. The instruction for such pupils is according to the regular course of studies and it is claimed that the average pupil will enter the high school from one to two years later than the pupil from the graded school in spite of the fact that no homework is allowed, due to physical handicap.

Methods of instruction for the mentally deficient have been formulated and teachers taking up this work are required to take one year's post-graduate course in Glasgow University, a course which embraces not only the theoretical but the practical side of special class work.

Special classes or schools in older communities for the physically handicapped embrace classes for crippled, myopic, semi-deaf, neurotic, speech defectives, and tubercular. These all emphasize the modern trend of education to treat the child as an individual and who can gainsay the statement that under a system of compulsory education, each and every child has a right to that kind of training best suited to his needs, training which will fit him to become a self supporting and self respecting citizen of our Great Dominion?

In a Ukrainian District

By CHRISTINE DYDE, Calgary

Darkness had fallen; winter twilights come early. The teacher had drawn her water and brought in wood and coal, pausing at times in the doorway of her shack to watch the little hollows between the snowdrifts fill with purple shadow, then blur into the enveloping dusk. With the dark had come a little wind, blowing up out of the wintry fields a bit of tumble-weed to rustle dryly across the crusted snow, and the teacher had shut

her door quickly against the whisper of the night and lit her lamp.

Now supper was over and she was sitting at her table in the warm circle of fire and lamplight. She had talked a little that day about the interest of watching all the smallest things about you, the way the snow honeycombed in the noon sun and fell in on itself suddenly with a tiny shower of sound, or the delicacy of the little patterns that the field mice made on the snow about a dried weed. Now she drew an exercise book towards her to read its entry for the day. "Drops From the Roof" ran the heading.

"When the drops fall down from the roof they say tick, tick. The little holes are making when the drops fall in one place. When the drops fall in the snow then the snow is melting. Sometimes the drops fall on my head and then my head is cold."

She turned to another, "Fun We Can Have With Snow Melting," It began:

"Once upon a time the snow began to melt, as it was melting we went outside to see the bright sun come out and shine as bright as it could. While we were staying I saw something on the snow, then I ran to it as fast as I could. But when we came near what do you think we saw? We saw the sun shining and it made the snow look bright and sparkle as bright as it could. After a while we thought and I said, 'We are going to try to jump over it and not step on the sparkles that were on the snow.' Then we were jumping over it and having a very pretty fun playing. But while we were playing my sister jumped on the sparkles and they were all gone away. Then we were feeling very sad after my sister broke the sparkles."

"Winter Sunshine," she read in a third.

"When I looked far off the sun was dazzling. Just at that moment a bright idea came into my head, and I thought that the God has thrown the money down for the people. When I came near to the flashing sparks they vanished."

The teacher paused with pencil lifted. What was it the chairman had said about the necessity of the children attending school regularly while they had the opportunity? It had rather caught her fancy. "Now it is night for me, but for them it is day and the sun shines." That was it. These people had a gift, original wording, a vivid style, imagination. If only while the sun did shine there were more real opportunity for the development of that gift—and what might it not mean to their adopted country? But the teacher recalled only too well how her first investigation of the school had revealed thirty of the fifty-eight children in attendance to be in Grade I, and there, not because of age, for they were all ages up to fourteen, nor primarily because of slack attendance, but because, except for a scanty knowledge of a few words, they did not speak nor understand English. Some one had thought that English could not be taught to children in a primary grade.

"Teacher, have you a letter to throw in post office? My father sell eggs to Mundare tomorrow."

"Teacher, I teach your dog to give hello."

"I'll steal pencil and take."

This was the way she had been greeted by the remaining twenty-eight on that first day of school. How was Canada to catch the flame when there was so poor a way of conveying the spark?

The day before teacher and Grade III class had looked together at a picture of a mother who had taken her children to the hill top to blow bubbles. One was there who had no bubble pipe but lay with his hands behind his back, dreaming. "Of what is he thinking," asked the teacher, and the answer came, "The boy says to himself, Oh! if I could ride on that bubble, I would ride to the sun." "That was true," thought the teacher

to herself, leaning back in her chair. "If he had but command of his tools, if he could but put his thought into words, how far he would go!" And then musingly, "If he had but the bubble to ride on, what a flight to the sun."

World Friendship

By ALD. EDITH PATTERSON, Calgary

" . . . I argue not
Against Heaven's hand or will, nor bate a jot
Of right or hope; but still bear up and steer
Right onward."—John Milton.

LEAFLETS, Forms A and B, have been sent out by the Bureau of Co-operative Research, Indiana University, at the request of the World Federation of Education Associations, with a view to determining the principles which should govern, and the particular methods and devices which can best be employed in the work of instruction in world friendship and understanding. These have been sent to educationalists and to all organizations affiliated with the W. F. E. A. The Alberta Teachers' Alliance appointed a committee to discuss the subject-matter contained in these leaflets and to report thereon.

The effort of the Bureau is a splendid one, the work has been undertaken in a serious manner and results set forth in an orderly manner, as would be expected from an institution which has been very early in the field of pedagogical research work. The suggestions are comprehensive and cover almost every avenue of approach, which could be utilized in schools. Probably nothing of a like nature has ever been worked out in such a thorough manner. Through the W. F. E. A., it will have a wide distribution and certainly will help to direct the minds of educationalists towards the great opportunities and possibilities for building up international good-will.

But when all is said and done, the home to a larger extent than the school, will exert the greater influence in the organization of sentiment in favor of world brotherhood. The home influences, either good or bad, have a more subtle, a deeper and therefore a more abiding influence than any other one organization. Consequently the schools can not alone and in one generation completely break down racial prejudices and misunderstandings. But were the school, the home, the press, the church to co-operate, the goal would be in sight.

The influence of the home is of course recognized by the Bureau, and one of the devices suggested is that of carrying the work of the school along this line into the home. Many of the suggested methods and devices will lend themselves readily to such a use, and as a matter of fact could be used in the home, without aid from school; such as, correspondence between children of other countries; exchange of scrap books; the intelligent use of current news with a view to indicating the trend of social and economic affairs throughout the world; emphasis on the interdependence of people; a study of the music and art and literature of other nations; pageants, programmes and dramatics that will interpret the lines and customs of other people. In these suggestions and in many others, there may be nothing particularly new, but the assembling of them and wide distribution will tend to their increased use.

At the A.T.A. committee meeting the old query came up, "Have children any instinctive prejudices or hatreds towards people of other races?" The general

expression of opinion was to the effect that they have not except very deep ones, formed very early perhaps from the sneering manner in which an adult may say "chink," or "dago" or "nigger." But there was a feeling among some of those present that an instinctive dislike does develop during adolescence against races that are very different, and that adolescent education should not overlook such emotions. If this is so, it is but another reason why the great facts of life should be carefully and delicately imparted to the adolescent youth by their parents. That this is being successfully done by an ever increasing number of parents is a cheering and wholesome indication that humanity is rising to better and purer levels of life.

The Editor of the Morning Albertan suggests that I may be forgetting the good offices of the larger nations in the Uruguay-Bolivian affair. No, neither forgetful nor ungrateful. But these little and backward nations, we are lead to believe, had it in their power to decide for or against arbitration, and decided in favor. In that they have had the example of many countries, great and small, on numerous occasions. Also they have had the contrary. They are called backward and not much seems to be expected of them. Yet they did the right thing. Every time a nation so decides, the people of the other nations, great or small, have learned or surely should learn another lesson. And we must admit that while the great nations continue to spend increasing sums in armaments they have something to learn yet regarding arbitration.

EDUCATION FOR WORLD FRIENDSHIP AND WORLD PEACE

(Preliminary Meeting of A.T.A. Committee)

The A.T.A. Committee held their preliminary meeting at Calgary on Saturday, January 19th, the following being present: Miss Edith Patterson, Miss R. J. Coutts, Mr. J. W. Ferguson, Miss Annie Campbell, Miss M. Rath, Alderman Thomas, Mr. W. E. Hay and Mr. A. Calhoun, all of Calgary; Miss C. E. Marsh, of Medicine Hat. Representatives from Edmonton were unable to be present.

The Committee made two suggestions to the World Federation of Education Associations for adoption at the Geneva Conference next July:

The compilation of an International Text-book embodying the common care of the cultural achievement of the races of mankind and, for the Public Schools, an International Reader containing suitable selections from the best literature of the nations of the world.

The above recommendations together with questionnaires duly completed will be forwarded to Mr. H. L. Smith, Director of the Bureau of Co-operative Research, Indiana University, by Mr. Ferguson, who was named Secretary of the Committee.

The following recommendations were made to the Executive of the A.T.A.:

(1) A section on Teachers' Helps to link up the "Peace" idea with:

- (a) ART—Picture Study—Contributions of different nations.
 - (b) MUSIC—Folk Songs—Stories from lives of composers.
 - (c) LITERATURE—Recitations, Stories from different countries—Peace heroes.
 - (d) WORLD EVENTS—Stressing peace movement.
- (2) That the Executive urge the Government to:
- (a) Revise the school books.
 - (b) To insert positive peace selections for literature and memorization for every grade.

The A.T.A. Magazine

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JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
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Editorial

THE PROPOSED NEW SCHOOL ACT

DURING the past few months the Executive of the Alliance has been received several times by the Minister of Education and we were in sufficiently close touch with the situation last October to enable the article entitled "The Proposed New School Act" to be inserted in our October issue. Since that time the pamphlet entitled "Rural Education in Alberta" has been issued by the Minister and shows that the scheme to be submitted to the Legislature has assumed much more definite shape and the "swing" seems to have been very definitely towards centralization and much greater control being exercised by the Department of Education; e.g.

(1) It now seems to be decided that ultimate financial control will be vested in the Central or General Board which will consist of the twenty Chairmen of the Divisional Boards. This Central or General Board will be required to set a province-wide mill-rate for all educational purposes other than the cost of buildings and equipment. This Central Board will also compile and set a province-wide schedule of salaries for teachers and pay the teachers.

(2) A perusal of the Minister's pamphlet gives one the idea that the Divisional Boards will have very little control, if any at all, of finance; seemingly the only powers left this Board will be the appointment, dismissal and location of teachers within their own area, and to co-operate with their Divisional Superintendent.

(3) The Divisional Superintendents are to be appointed and paid by the Department of Education.

* * *

The *Fundamental Provisions* of the Proposed New School Act (as far as we are able to understand the scheme as outlined by the Minister) are completely in line with what has been advocated for several years by the A.T.A., in the following respects:

(1) It provides means whereby there is a fairer distribution throughout the rural areas of the cost of support of schools. (N.B.—The scheme does not include towns and villages; in our opinion, this is a serious weakness.)

(2) It will facilitate the full-time operation of all schools both elementary and secondary.

(3) Adequate compensation will be provided to town, village and city school boards to the non-resident high school student.

(4) The elimination of "legal" right of rural school boards to "hire and fire" teachers.

All these things are the "good" and that being so, teachers would be well advised to do what they can in every discreet way to advocate strong support, in the main, being given to the Minister's proposals; although in certain respects the proposed methods of implementing or applying the above principles are certainly not in conformity with our representations. Nevertheless, in order that additional arguments may not be developed, (e.g. "The teachers themselves are 'knocking' the scheme") which arguments might be used by those opposing the scheme for other than educational reasons,

the Executive does not propose at this stage to broadcast through the press and elsewhere our criticism of certain features. We feel in a measure hopeful that when the Bill is before the House, many details of the scheme will be thoroughly discussed and significant amendments made before it is finally approved either by the public or the Legislature.

CERTAIN newspapers have asked pointedly: "What attitude are the teachers taking with respect to the Minister's proposals?" We have no hesitation whatsoever in suggesting that the teachers' attitude is: "We are 'Firstly, citizens'; 'Secondly, educationists'; 'Thirdly teachers'." Consequently, viewing the situation from that standpoint, it is not their intention to embarrass the Minister or prejudice chances of general support being given the scheme by entering into the fray before the people of the Province first of all have had an opportunity of registering their opinions in regard to the all-important issues involved. The Executive of the Alliance and teachers generally have thought deeply and are discussing thoroughly the scheme from every angle, and we desire it to be distinctly understood that any criticisms offered by us are *not* to be interpreted as *opposition* to its broad outline.

Enough has already been said to convince both public and teachers that the scheme in its present proposed form is *not* and *never was* an A.T.A. scheme, and the question now arises in just what respects may we offer criticism of specific details and assist rather than prejudice the chances of a sound attempt to put into effect a long desired reform meeting with majority approval, and at the same time make the project more sound and more likely to win general approbation.

WE have the conviction that, if criticism be heeded of certain features, to us objectionable, and the constructive suggestions offered by us adopted, it will make the whole scheme more immediately practicable from an educational standpoint at least; furthermore, our conviction is that certain features, criticized by us, may certainly be calculated to stir up violent opposition outside the ranks of the teaching body. For example, we have no hesitation in suggesting that wedded as are the people of Alberta, of Canada to most intimate and immediate local control in educational administration, the drastic, almost revolutionary, change to a province-wide unit for financial purposes—a most remote connection existing between those levying the greater portion of the taxes and the ratepayers themselves—is too great a break from tradition and practice. It seems to us that the creation of the General or Central Board itself will militate against the chances of success of the Bill both in the Legislature and in the country. We suggest also, that the creation of the general mill-rate by the General Board will provide for any provincial government, a most facile method and ever present temptation of relieving the provincial exchequer of its moral obligation to pay generous funds for the relief of poverty stricken areas. We do not for a moment

suggest that this is a sinister motive of the present administration, but we do suggest that the creation of a General Board, and the levying of a General Mill-rate will make it so very easy to cut-down government grants for support of education in districts of low assessment or stricken with drought. At first sight it might be so easily argued: "What does that matter? Why should not the General Mill-rate be raised and the Provincial taxes lowered? What is the difference: the same amount of money will have to come from the same pockets anyway?" These contentions would be quite correct if the General Mill-rate were contributed by every section of the province as are Provincial Government Funds. To unload the greater proportion of the equalization funds on the General Mill-rate would be placing the whole burden of supporting districts of low assessment or in financial straits exclusively on the more wealthy rural communities only—an obvious injustice. For this and other reasons we suggest that the danger would be avoided by holding to the Division as the unit for taxation purposes, and to equate the burden as between Division and Division by generous amounts being voted from provincial revenue. This would, in our opinion, make the Bill generally more acceptable.

AGAIN, the Divisions (150 rural schools to a Division) would most likely be found much too large. Each Division would be practically three times as large as the present constituencies of the members of the Legislature. Since the members of the Divisional Boards will be elected on the "ward" system, 30 schools approximately to a ward, it must provide inevitably for representation from the extremities of the Division. Unless travel by automobile be practicable at all times during the year (surely an impossibility) it will mean that the members will not be able to assemble frequently, travelling long distances to a central meeting place for the transaction of business; it will mean after rains and during winter, that every member from a long distance, if able to make it at all, will require several days to journey to and from the meeting; it will mean that few meetings can be held, business, to a large extent, will have to be transacted on the "straw-vote" principle by mail or telephone, all having to be ratified when the Board does finally meet in formal session. It is presumed that the same provision will apply with respect to the necessity of regular adoption of acts of the Divisional Board as now applies under the present School Act (Section 133):

"No act or proceeding of any board shall be deemed valid or binding on any party which is not adopted at a regular or special meeting at which a quorum of the board is present."

Recent test cases have shown how rigidly the Courts interpret "regularity of acts of school boards." Considerable irregular assumption of power and authority on the part of the Superintendents with respect to a hundred and one things to be decided between the rare sessions of the board, will be absolutely necessary. It will mean that the Divisional Board must in all

cases either transact very little business at all in a strictly regular legal manner or the Superintendent be left to transact most of the business in their name (irregularly, of course) he and the other parties concerned will then require to be protected by the members of the Board individually guaranteeing ratification of the Superintendent's action when finally the Board does meet. This policy is in some measure followed by City School Boards at the present time, and "slips" are infrequent for the reason that every board member is a near neighbour; however, in case of such a large territorial unit as a Division, where certain members may be 60, 80 or even more miles from the central office, it will be impracticable thus to do business by proxy and "tangles" will be frequent and numerous.

OTHER criticisms not dealing with fundamentals might be offered; criticisms more technical with respect to the educational rather than the administrative features, and not so closely involving the broad outlines of the scheme. But the time for them is not yet.

PENSIONS

MANY of our members are restless over the matter of Pensions. An atmosphere of criticism of the Executive and of the Pensions Committee prevails for not having succeeded in getting some concrete statement in black and white from the Government with respect to the latter's intention, either to "go ahead" or definitely refuse to proceed at all. Neither the Executive nor the Pensions Committee have any apologies to make; their record is clean and clear. If nothing tangible has resulted yet from years of effort; agitation; sundry delegations to the Provincial Government; meetings with committees of the Cabinet; and expenses incurred, all that can be said is: "Well, we have done our best with a single eye to the teachers' interests." Suffice it to say that we are of the opinion that should the various members of the Provincial Cabinet scan their records (if such records have been kept on file and readily accessible) of the arguments presented by successive delegations to them of teachers assisted by influential laymen, representatives of trustees, and other prominent organizations; of the proceedings of meetings with the Committee of the Cabinet or with the Minister of Education; also, of the replies of the leaders of the Government on different occasions, they would pardon our Executive and the Pensions Committee for feeling mild surprise that Teachers' Pensions have not advanced further—at least, to the point of being recommended to the Legislature in the form of a Bill.

YEAR after year has passed since January, 1925, when the Executive opened the campaign for pensions with a delegation to the Provincial Government, headed by Mr. F. S. Selwood, chairman of the Calgary School Board. The Premier, Hon. Herbert Greenfield, speaking on behalf of the Government, expressed

sympathy with the arguments advanced by the delegation and a Cabinet Committee consisting of Hon. Perren Baker, Hon. R. G. Reid and Hon. Alec. Ross, was appointed to keep in touch with the Alliance. This Cabinet Committee met several times with the Executive and Pensions Committee of the Alliance and after sundry meetings a delegation met the Government again. Hon. Geo. Hoadley, in the absence of the Premier, informed the Alliance representatives that the only obstacle in the way of putting into effect a scheme was the difficult financial position of the Government, (the railroad situation figured prominently) and until such time as the Budget showed a surplus it would be inadvisable to launch out upon a Pension Scheme for teachers. In reply to a question put: "Are we to understand that if the Government anticipates a surplus they will introduce a Pensions Bill?" the Acting Premier replied: "Well, if the Government were to have a surplus of \$120,000 to \$130,000 would you expect them to swallow up the whole of it by placing it in a pension fund for teachers; what do you think would be the reaction of the public to that?" (N.B.—There was a surplus that year.) The Alliance had high hopes at that time; we were getting "hotter" and "hotter" and fondly anticipated getting down to "brass tacks" in regard to the percentage the Government would be prepared to place alongside the teachers' 2½% contribution.

NEXT we were becoming "colder" and "colder"—further away from our goal; the Cabinet Committee seemed to pass out of existence and then another delegation waited on the Government; again a similar reply: "The Government will earnestly consider your representations and look further into the matter. However, the provincial finances are seriously embarrassed by the railroads and other obligations. We would like to help you, but do not yet see our way clear this year." Again our hopes were raised and then again nothing happened; no meetings with any Cabinet committee. Therefore our optimism was again dissipated.

STILL, the Pensions Committee held itself aggressively to its trust and a year ago, during U.F.A. week at Calgary, a very strong delegation waited upon the Cabinet and once again importuned the Government to give a definite promise. The Premier in reply stated that it was not altogether a matter of finance; it was a matter of policy. (This was somewhat surprising. Here was a new situation we had not anticipated.) "The Minister of Education," he said, "proposed introducing a new School Act, which, if adopted, might materially alter the relationship of the teachers as between school boards and the Department of Education, and in any case it would be only reasonable to wait until Mr. Baker's scheme assumed definite form. Perhaps a pension scheme for teachers might accompany or be part of the new School Act." However the Premier agreed to obtain data and other information,

communicate with the General Secretary of the Alliance, and arrange for further meetings. This promise again filled us with hope. We met once more just after the last session. The Premier then stated that there were indications that the railroad problem would soon be solved, but there were pressing calls other than teachers' pensions on the limited sources of the Government revenue—for instance Old Age Pensions. The administration were embarrassed considerably, had possibly become unpopular in fact, for having refused to provide for Old Age Pensions during the recent session. Old Age Pensions were, in his opinion, a more pressing public necessity than pensions for one group—the teachers. Nevertheless, the Government would look into the merits of our case and inform us of their decision later.

* * *

SINCE that time the Minister, at teachers' conventions and elsewhere, has stated definitely that he would be prepared to recommend a pension bill as a part of the complete new scheme of administration. After making this statement however, he said: "Now! I haven't promised you a pension scheme." His listeners gathered from his remarks that, until the whole administrative system had been overhauled, a pension scheme for teachers would help the system very little. So, we are putting these queries to ourselves: "Are we getting 'hotter' and 'hotter' or 'colder' and 'colder'?" "Must we continue to wait years and years until a new School Act is not only passed but actually in operation; until there has been some experience as to how it is working out?" "Then, after this, shall we be required to start in all over again from the beginning to campaign for teachers' pensions?"

This is not intended as a complaint, a recital of alleged "wrongs" against the Provincial Government. We are merely stating the case as we actually understand it, in order that the efforts of the Executive and the Pensions' Committee may be laid bare to our members, so that if blame be coming it may be placed where it rightfully belongs. All teachers and their sympathizers, working on pensions, have done their best; effort and expense have not been grudgingly devoted to this cause. We await constructive suggestions and criticisms with a view to their adoption in the cause of those among us who, having borne the burden and heat of the day in faithfully serving the public for meagre remuneration are not able, withal, to anticipate breakdown or old age, freed from the spectre of irksome, humiliating dependency or charity, if not actual penury and want.

THANK YOU!

This issue is tangible evidence of the hearty co-operation and enthusiasm of the Calgary Locals, who secured the majority portion of the reading matter in this issue. We take this opportunity of extending our appreciation of their never-failing loyalty, and our gratitude to contributors and committee members who have personally contributed to the general success of the undertaking.

LIST OF MEMBERS

The list of members published in this and other recent issues is not a list of all members in good standing with the A.T.A. Such list is merely a record of all memberships received by Head office from March 29th, 1928 to November 26th, 1928 and following on for such periods as are convenient when each issue goes to press.

SCHOOL INSPECTOR APPOINTED

The A.T.A. extends heartiest congratulations to Mr. W. E. Frame on his recent appointment as Inspector of Schools, in succession to the late Inspector J. C. Butchart who died last Autumn. Mr. Frame has a peculiar advantage over most of us in that he is a "simon pure product of Alberta" being born in Lethbridge and receiving all his education in this Province. Mr. Frame, modest as he is, has very little to say about his services overseas, but the fact that he was decorated with the Military Cross is a sufficient criterion of the "stuff" that is in him. On being invalided home from overseas Mr. Frame completed his University course, receiving his Bachelor of Arts Degree in 1922 and later qualifying for his Master of Arts Degree. Immediately after graduating in 1922, Mr. Frame took a position as principal of the Youngstown Consolidated School, leaving this position to accept appointment on the Crescent Heights High School Staff in Calgary in 1924, where he has taught ever since. Inspector Frame was always a keen, enthusiastic member of the A.T.A. For this reason we regret his leaving our ranks. We feel sure, however, that in his new sphere, Mr. Frame will not only be as keen, but his opportunities will be greater, to do all he can to up-hold the dignity and raise the status of the members of his profession. Mr. Frame will move, together with his wife and little daughter, to Coronation, which will be his headquarters.

AN EXPLANATION

A letter signed "Teacher" appeared in our last issue, mentioning the fact that Inspector LeBlanc, Official Trustee of "Teacher's" School had tendered 30 days' notice to "Teacher," this coming as a climax to a series of troubles and catastrophes.

Further enquiry into the matter proves all "Teacher's" grievances and harrowing experiences to be true. However, "Teacher" has no complaint nor grievance against Inspector LeBlanc who, during the whole of "Teacher's" service in the school, had striven might and main to obtain funds to pay "Teacher's" salary. Every available source of revenue having run dry, no other course was possible than to close the school. Inspector LeBlanc is, in our opinion, one hundred percent. clear of censure in this matter; his sympathy with "Teacher" in his troubles was manifested at all times, and his attitude was entirely in keeping with what, heretofore, we have always experienced.

It was unfortunate that Inspector LeBlanc's name appeared in connection with this case, and we hope, in taking this opportunity of paying tribute to his genuine sympathetic interest in his teachers we will off-set what, by some, might have been construed as "taking a crack" at him. It certainly was not intended as such either by "Teacher" or ourselves. The A.T.A. Magazine never publishes an "attack" unless such be in the interests of the whole teaching body and, even then, only when such attack appears accompanied by the name of its author.

The Teaching of Health

By RAE CHITTICK, Calgary

HYGIENE is essentially the study of the principles of healthy living, with the practice applied to life. It is not something we learn but something we live. The success of health instruction depends on what the child does, rather than on what he recites, on the spirit with which he carries out his practice, than on the acquisition of facts. I wonder how many could judge their health teaching successful from this viewpoint?

It is so much easier to teach facts. They are definite, written down for us. We know when the child has grasped them. We can see ourselves getting someplace. Attitudes, habits, and practices seem much more indefinite, somewhat intangible. We are not quite so sure of just how much we are accomplishing. It is much harder to measure results.

We make the mistake of teaching hygiene as we would teach any other subject on the course, geography, history, arithmetic, and yet it cannot be presented as any other subject. Results cannot be measured by what a child knows, as we judge the success of our teaching in these other subjects. Knowledge is a third consideration in the teaching of hygiene. Our first aim should be to establish a healthful attitude, secondly, to form certain health practices, and thirdly to give health knowledge.

We all know that the old concept in the teaching of hygiene was to drill on body structures, numbers and names of bones, structure of the heart, circulation of the blood, organs of digestion and respiration and to instill certain horrors regarding alcohol and tobacco. We tried to fill the child's mind with a mass of more or less understood facts about his body. How the child lived, what he did to maintain the health of these structures was no concern of ours.

Sometimes I wonder if we have really grown very far away from this old idea. We are still teaching too much physiology and not enough health. We are not sufficiently concerned with what the child puts into practice. We are still making hygiene a text book subject.

Our course of study and text book are somewhat misleading. Again there, it is much simpler to print facts, to outline body structures. It is difficult to put attitudes and responses on paper. A teacher is led to believe that according to the outline in the course of study she must teach digestion, respiration, circulation, fully and thoroughly and that the class must be able to give back to her this knowledge. She judges the success of her health teaching by what the child knows about these systems. Detailed knowledge of these structures is of little importance to a child in public school. We only want him to know in a very general way the organs of the body and the work they do, and this knowledge should form a basis for the teaching of the care of these systems. We should aim to leave with the child definite practices which he may carry out from day to day in maintaining the health of the organs of his body.

If we could keep in mind that the teaching of the various systems of the body is only a means to an end and not an end in itself; that we are only teaching these structures to give a child a basis for healthful habits, a logical understanding of the practices he is forming, that only enough physiology should be taught to allow the child to understand intelligent care of the body. It all goes back to the teaching of simple health habits begun in the lower grades, with the one difference that

in these upper grades we give the child a reason for doing certain things. He understands why he brushes his teeth, washes his hands before meals, uses his own towel, sleeps with his window open, and realizes the importance of doing these things.

Glancing through the Grade V course of study, one is particularly impressed with the amount of physiology outlined for these children of ten years or so. I think this outline needs considerable interpretation by the teacher. Number, size, shape, or names of bones, kinds or structure of joints is of little consequence to a child in public school. He should know the importance of the skeleton as the foundation of the body, and the need for a strong, straight, well formed foundation. How to grow such a skeleton is his important concern; that is, the need for good posture, standing tall, sitting straight, lying flat, in growing straight bones; the value of milk in growing hard bones; the effect of sunshine in forming the lime in the bones; the need of long hours of sleep to repair bone cells and grow new bone; the importance of play in developing and strengthening bones; how bones are broken and what to do for a broken bone; care of the teeth as a part of the skeleton; effect of continuous heavy work on a child's skeleton; the importance of loose clothing and especially well fitted shoes; the dangers from diseased tonsils and teeth, in that germs are carried from them to the bones and joints. With these things the child is vitally concerned.

The muscles do practically all the work of the body. How is a child to develop them and make them more efficient workers? He should be taught the importance of exercise, which to a child means play, in developing and strengthening muscles and enabling him to control them easily at will; the value of foods as milk, meat, eggs, fish, in growing new muscle; the importance of many hours of sleep in growing bigger muscles and removing waste material from the muscles; again the need of good posture, as the muscles hold the bones straight, and also again the effect of germs from teeth, tonsils, colds, and other diseases on muscles; the care of special muscles, the heart, stomach, intestines.

The structure of the heart and the circulation of the blood is the least important part in the teaching of the circulatory system to Grade VI. The care of the heart itself, how to recognize when the heart is failing to meet the demands put upon it, how to care for the system as a whole is what the child will find valuable in life. If he knows when he runs up a hill and puffs and pants for breath that his heart is warning him, that it is doing too much work, and if he knows he should sit down and take a rest, he has learned the most important thing about his heart; that is, the first and outstanding symptom of heart failure is shortness of breath. He should know that every decayed tooth, every cold, every infectious disease will take their toll from the health of that wonderful mechanism, the heart, and that rheumatism, tonsillitis, scarlet fever and diphtheria are diseases which have a special spite at the heart. They scarcely ever pass without leaving some damage behind. He should know something of the general care of the system, the foods which build better blood, the importance of foods containing iron; the value of exercise and play to stimulate the circulation; the importance of rest, the need of fresh air to the system, the value of plenty of water; how to care for a cut or wound to prevent infection; how to conserve the blood, the danger

from accidents, frequent nose bleeds, and bleeding gums.

Similarly with the respiratory system, the study of organs of respiration, the trachea, the bronchial tubes, the structure of the lungs, are the least importance. If the child realizes that about eighty per cent. of all diseases enter through the nose and throat and if he knows how to safeguard himself against these he has learned something that is of value to him. He should first of all know the importance of the nose and the value of nose breathing; the need of fresh air, not too dry and free from dust. He should know the cause, prevention and care of a common cold. He should know how to keep up his resistance against infections of all kinds, and again it goes back to such things as proper foods, drinking plenty of water, going to bed early, playing outdoors, wearing proper clothing, etc. He should know a little about diseases of the respiratory organs, bronchitis, pneumonia, influenza, pleurisy, tuberculosis, the dangers of these diseases and how to prevent them. He should also, know something of diseases which begin in the nose and throat, as measles, whooping cough, diphtheria, scarlet fever. Since this is the age of prevention, the greatest stress should be placed on this phase, that is, preventive measures, rather than on the diseases themselves.

The excretory system outlined for Grade VII seems a little out of place. Excretion should naturally follow digestion, since if it were not for the needs of foods, the digestion and assimilation of them, there would be little waste to be removed. The large intestines and bowels remove the waste from digestion. The points to stress here are centred around regular removal of this waste; the importance of regular habits, the use of coarse foods which give roughage, the value of fresh fruits and vegetables, the importance of water, the need of plenty of exercise, the harmfulness of drugs taken to overcome constipation. The kidneys, skin, and lungs remove the waste from the assimilation of foods. If one reads patent medicine advertisements, one is lead to believe that kidney trouble is a very common ailment and that it always comes on with a pain in the back. This of course is far from true. Kidney diseases are not so common as one is led to think, and they never come on with a pain in the back, nor similarly does heart trouble start with a pain in the heart. The kidneys are usually injured by such diseases as scarlet fever, diphtheria and acute tonsilitis. Care of the kidneys means prevention of these diseases. The importance of drinking a good deal of water at all times should be stressed, and especially if one is not feeling well. Water is the best medicine for headaches, colds and sore throats. Since protein is a food which is not stored in the body, excess protein is eliminated by the kidneys, hence the old adage—meat once a day. One may have too much of this food element and throw an extra burden on the kidneys. Draughts, wet feet, and exposure, may lower the resistance of the kidneys. I shall only mention that also with the other organs of elimination, the skin and the lungs, care and not structure should be stressed.

In conclusion, I should like to make the appeal to all teachers to forget textbook facts, to teach health, to leave with the child something which is of use to him in his everyday life, to remember that hygiene is the science of well being, and that our aim is to teach the child how to live to be a healthier, happier and more useful individual.

School Training in the Life of the Girl

By MARY A. HOWARD, Supervisor of Household Economics, Calgary Schools

IN deciding what it shall aim to do for its pupils, modern education has decreed that the school no longer is free to focus its attention upon itself alone. It must determine its relation to the outside world and it must appreciate that the pupils within its walls are there to experience, as far as possible, those problems which will fit them for life outside the school. Real preparation for life implies participation in it, and until the girl is given an opportunity to share responsibility, to assume worth while duties, and to realize satisfaction as a result of doing things, it cannot be taken for granted that she will have the necessary preparation for life.

Home Economics training in our schools may be said to appeal in three general ways:

FOR GENERAL EDUCATION AND APPRECIATION

This training should develop in the girl a discriminating judgment and a keen sense of relative values. This is true not only of the work involved in home making but of any vocation which the girl may choose.

Also, in the interests of a democracy, it would seem necessary that all members of the social group should be able to engage in some kind of productive hand work, not only for its own sake, but for the sake of valuing the work of others.

FOR VOCATIONAL PURPOSES

Even the most elementary courses must have some prevocational value in that they suggest fields for self support. The Home Economics student of today is the dietitian, the interior decorator or the textile expert of tomorrow.

FOR HOME MAKING

Since the ultimate vocation of the majority of girls is home making, it is only logical that a fair proportion of their school life should be spent in an organized study of their life work.

All teachers of Home Economics will agree with the critic who says, "Is not the home the proper place for the girl of today to study the problems related to it, and is not the mother the natural teacher?" Unfortunately, due partly to the demand upon the mother's time and partly to the increased activities of the child, there is little time for that organized and complete training, which, of necessity in earlier times, had to be carried on there.

The desire to create and complete is inherent in the average child and this ardor once dampened and curbed is hard to reawaken. If independence, initiative and ability to organize and execute are to be developed in the child, where could be found a better place than in the Home Economics department, where each day's lesson usually means some completed task? The aim of the Home Economics teacher is not to supplant but to supplement the training of the home and to create a greater interest in its projects. It must be agreed that this is a subject which cannot be safely left to instinct, sentiment or inspiration. The demand for wise judgment and well-directed ability in later life can be met in the fullest measure only in proportion to the training which the individual girl has received.

EDUCATIONAL RESEARCH DEPARTMENT

EDITED BY WILFRED WEES

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REFITTING MISFITS

The following paragraphs are an eloquent defence of the rights of the members of the lower quartile in the high schools. The article was submitted as a letter to the editor of the A.T.A., but being unsigned could not be published. I have included it in this department because it represents the difficulties of one class of child whose interests are included in one of the studies conducted by the A.T.A. Committee on Educational Research:

"The high school teachers of this city have, according to published reports, presented the following request to the School Board, namely: 'That the principal of each high school in conference with his staff, may refuse registration to, suspend, or expel any student whose academic record is such as to indicate that he is not giving serious attention to his work.' That is to say, the high school teachers are asking the board to give them the power of excluding from the opportunities and benefits of a secondary education all students who do not measure up to the staff's requirements. In other words they are asking for the power to kill off all whom they regard as misfits. We do not for a moment assume that the Board will comply with such a request. To do so would be to grant a far-reaching and dangerous concession to a body whose interests in this regard are already well protected under Section 202a of the School Act. But what is more, if the high school teachers do not know, they ought to know, that it does not lie within the power of the School Board to grant such a request, even if it would. The parents, the pupils, and the tax-payers have certain rights, granted to them by the legislature of this province, which they do not purpose surrendering lightly, especially to a body of high school teachers, who, in their solicitude for their own reputations, are seeking to trample them under their feet. Let us examine briefly, however, what is implied in this request, and what, if granted, would be its effect.

"In the first place it assumes that the judgment of the high school teachers in such matters is practically infallible. They, and they alone, are to determine whether our boys and girls are or are not to be permitted not only to pursue, but even to enter upon, a high school course. 'Refuse registration to'—at the threshold of every young man and woman's career, stands this august body holding in its hands the power of their educational life or death. It utterly ignores the fact that the high school is but a continuation of the public school and that every pupil who has passed grade VIII or has scholarship equivalent thereto is entitled to enter the higher institution 'and shall be classed in grades above the eighth' (Regulation 13). It assumes that the school exists for the benefit of the teacher, rather than for the benefit of the pupil. Thus it is based on a misunderstanding of the true function of the school; and on a wanton disregard of the rights of those who maintain it.

"If the staff could throw into the street all pupils except the brighter ones, it could, no doubt, come out at the end of the term with a brilliant record. Even the mediocre among its members, if there be any such, could bask their reputations in the sunshine of a false glory. False, because its record of successful students would not represent the true condition of the school. Account would have to be taken of those whom it had failed to instruct, of those whom it was obliged to 'kill off' before a true index could be obtained of that staff's efficiency,—or inefficiency. Moreover, if a pupil is 'killed off' in Grade IX, he is killed for X, XI, and XII, and this fact would have to be given consideration in estimating the worth of the staff. The same would hold true for X and XI.

"At this point it is pertinent to ask whether the pupil's failure is his fault or that of the school. The high school teachers evidently hold that the fault lies wholly with the pupil. The pupils themselves are by no means convinced of the validity of this contention. Two pupils were overheard recently discussing the high school teachers' request. One remarked that he would have no objection to the School Board granting permission to the high school teachers to kill off the misfits among the students, providing it granted at the same time permission to the students to kill off the misfits among the staff. To which the other replied: 'If we killed off the misfits among our staff there wouldn't be very many left.' The teachers may ignore the opinions of their pupils, but it is a well known fact that pupils are in reality quite expert in sizing up a situation. They are the only persons who see the teacher and his teaching under normal conditions. They may not all be able to lay their fingers on the weak points, or to formulate as deftly the injustice embodied in a situation as the two students referred to above; they are however able to tell how a certain teacher acts and what he does and says. It is thus by means impossible for those outside of the class-room to obtain a background from which to evaluate that teacher's procedure or to secure a cross-section of his personality. Let not the high school teachers think that either their positions or the fact that they perform ensconced behind the class-room doors, renders them immune from attack. The faults do not all lie with the pupils.

"What is a high school teacher for anyway—to kill off pupils or to teach them. If a pupil does not give serious attention to his work, why doesn't he? Let the high school teachers tell us that. It is their business to diagnose such cases and find out what is wrong, and having found it out to meet the condition sanely, judiciously and professionally. It seems strange that all of these pupils should pass through the public school course successfully, and that they should become afflicted with ennui, distaste, lack of interest, and loss of incentive the moment they advance to the high school. The remedy does not lie in kicking them out of doors; it does not require a highly paid body of men and women to do that; it lies in making judicious adjustments in matter, method, and technique to the individual problems so that interest will be reawakened, enthusiasm evoked, and confidence restored. This appearing before school boards and asking for permission to throw the pupils out is nothing more nor less than a confession of weakness and a form of bluffing designed to hide inefficiency."

The writer of the foregoing article is probably mistaken in his account of the motives underlying the High School Teachers' Local of the Alliance in Edmonton, in their request to the school board. It must be admitted, at the same time, that the wording of the resolution leaves it liable to a mistaken interpretation.

The teachers are certainly not considering only their own interests in making the request of the board. A child who continues in a high school grade, or any other grade for that matter, from public school to university, and shows his utter inability to function as a member of the educational society in which he finds himself, is not only not profiting by the instruction open to him, but is liable to develop serious disabilities of character, to say nothing of the waste of his teacher's, fellow pupils' and his own time. These are the major considerations underlying the teacher's request. The pupil is one of the poles of the bi-polar educational process; the teacher is the other; and we have no hesitation in saying that the pupil is by all odds the most important.

If a pupil cannot do the work which he attempts, if he cannot complete the training which he undertakes, it is obviously the duty of the state to guide him to training that he can successfully complete. How shall the state guide him? What are the instruments that may be used for this purpose? And how shall they be applied? What use shall be made of the information gathered? These are the questions which the committee will attempt to solve. Whether their solution will to any extent bring order out of the present chaos in vocational guidance remains to be seen.

STUART BROS.

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MORE HONORS FOR GREGG SCHOLARS

As was recently reported in the columns of this magazine, the Irish Free State has turned its thoughts to education in commerce. During this summer the Department of Education established its first courses in the commercial subjects of typewriting, Gregg Shorthand at the Rathmines Technical Institute. The work was conducted under the supervision of Dr. John F. Burke, Inspector of Commercial Education of the Irish Free State, and the class was in charge of Mr. R. O'Connor, of Dublin.

Realizing the value of practical demonstrations, Miss Peggy Gibbons, of Cork, the young expert shorthand writer trained at the Birmingham Gregg School and Miss Betty Woudstra were called upon to demonstrate in speed shorthand and typewriting respectively. Members of the press representing the Dublin Evening Mail, the Irish Independent, the Weekly Independent, the Sunday Independent and the Evening Herald witnessed the demonstrations and reported favorably on the steps that had been taken by the government in the field to commercial education.

Mr. R. Connolly showed that shorthand had been adapted to Gaelic by writing in this language on the blackboard, which was read back by one of the teachers in the class.

Closing of Schools in Winter Illegal

The following decision given in the Medicine Hat District Court shows that a Board, by closing school during winter time beyond the periods provided for in the School Act, is held not only to be action in an illegal manner, but that neither teacher nor board has any right to enter into mutual agreement so to close the school. The board is also not relieved of its obligation to pay salary to the teacher during such time as the school is unlawfully closed.

DRINNAN vs. ABERLIN SCHOOL DISTRICT

This action has been brought to recover \$105.00 alleged to be due and owing to the plaintiff as defendant's school teacher for the term January to June, 1928. The formal agreement acquired by the School Act with some alterations was entered into between the parties.

The real dispute was over the defence **respecting a verbal agreement or stipulation alleged to have been made at an informal meeting held between the parties immediately before the duly convened meeting of the Board at which the plaintiff was engaged as teacher and which was in effect that there was not to be any school held during the months of January and February in any year during the engagement.** The contract was entered into on 31st August, 1925, and was terminated 30th June, 1928. The school was not opened January and February in the years 1926 and 1927, nor in the month of January, 1928, but it was opened for the following month of February.

It was established by the evidence for the plaintiff that there were 126 teaching days in the term of January to June, 1928, that the amount of salary was ascertained by multiplying the number of teaching days by five, that according to such basis of calculation, the salary would amount to \$630.00, that the amount paid on account therefor was \$525.00, that none of the payments made were appropriated to any definite period of time and that **the permission of the Minister of Education was not obtained to close the school for the month of January, 1928.** It was also established that since the making of the agreement there had been no meeting of the Board at which a mutual agreement was made that the school should be closed in January, 1928, and that the plaintiff was available to teach during that month.

The sections of the School Act appearing to have a bearing on this action are:

137 (n) which provides for a formal contract in writing to be entered into.

Section 182 sets out the vacation periods with the various provisions for changes if approved by the Minister of Education, but as the claim of the defence does not turn on this section as to vacations it may not be necessary to deal with that just now.

A form of contract with a teacher of a school has been provided by the Department or the Minister and that form was used in this engagement. This agreement form provides for all terms contemplated by the Act and permits of certain variations or necessary explanations. Clause 2 fixes the salary at the rate of \$1,000 per annum. Clause 5 provides the vacation periods in accordance with section 182 and 183 and fixes the summer vacation period at 9 weeks from and after July 1st. Clause 6 provides for the agreement to continue from year to year subject to certain provisions for termination. Clause 7 provides for room for the insertion therein of **other provisions mutually agreed upon.** Then follows this clause:

"When weather or other conditions are such as to make it impossible or inadvisable to keep the school open; on any or all such occasions the **school will be closed for a period of time mutually agreed upon without salary.**"

Finally, Clause 8 states: "All amendments to this agreement are subject to the provisions of the School Act and to the approval of the Minister of Education."

From the examination for discovery of the plaintiff put in as evidence for the defendant it appears that the plaintiff's idea of there being no school in January and February in the years 1926 and 1927, was that it was arranged each time by mutual agreement with Mr. Jenkins, a member of the Board and the Secretary-Treasurer and that the conditions of the school premises were such as made it unfit to conduct school thereat for the month of January, 1928.

The evidence of Jenkins and McCorvie, both trustees at the time the engagement was entered into, is in conflict as to any mutual agreement as to the alleged verbal agreement. The chairman, J. K. Drinnan, is the husband of the plaintiff and quite discreetly took no part in the negotiations, but withdrew from the meeting during that time. He knows nothing about it.

Jenkins and McCorvie say there was an **informal meeting** between them and the plaintiff just prior to the board meeting at which, in effect, it was verbally understood that the school would be an eight months school, that for the months of January and February each year the school would be closed during which time no salary was to be paid. Evidence of this was objected to as contrary to the express terms of the agreement. I sustained the objection but after it had been insistently urged upon by counsel for the defence, I allowed the evidence to be given subject to objection and subject to leave to cross-examine as to the objected evidence without being estopped thereby. On that evidence I find that there was no concluded agreement to the effect that school would be closed in January and February of those years. The chairman did not know that any such agreement had been made. The evidence of Jenkins and McCorvie was at variance so much that I find it impossible to arrive at any definite conclusion as to what really was intended by the now very disconnected statements made. **If admissible at all to show a collateral agreement in addition to the written agreement, then it must be clear and specific which was not the case here.** Then I am of the opinion that the evidence such as it was is clearly inadmissible.

Insofar as the evidence goes respecting January and February in the year 1926, apart from the evidence of the plaintiff above referred to, I am at a loss as to the

reason for the school being closed for that period. It is quite different for the other years, 1927 and 1928. Jenkins does not directly contradict the plaintiff but he gives an entirely different version of what took place at the informal meeting with himself and McCorvie. McCorvie would only say that it was understood that they were only to have eight months school for the year, but **he could not say that the plaintiff spoke out or said she would so agree.** Now what is the action of the Board as to the year 1927? At the meeting of the Board in January while the same people were trustees, it was moved by McCorvie and carried **that the school remain closed until on or about March 1st.** Surely if the agreement had been as they claimed **no such resolution would have been necessary.** It was not done in pursuance with Clause 7 of the contract, and it is contrary to what they refer to as the verbal agreement.

As to the month of January, 1928, a different situation arises. On the 1st of December, 1927, the evidence is that the chairman went to the school and found the condition of the school premises in such a state as rendered them unfit to conduct school therein. He closed the school (there was only one pupil in attendance) and went to the Secretary-Treasurer and reported it to him. All of which he agreed to. Although the chairman made several requests to the Secretary-Treasurer, one of the trustees, the conditions were not remedied until the end of January. The plaintiff went to a Board meeting held on 22nd of December and complained of the condition of the premises and made it plain to them that school could not be conducted there until the complained of conditions were remedied. I find these as facts which justified keeping the school closed. I also find that when these conditions were remedied the same chairman with the consent and approval of Jenkins, authorized the school to be opened on 1st February, 1928. How can it be said in face of such facts that school was definitely to be closed during those months?

To admit evidence of the alleged verbal agreement would be to allow evidence of something directly contrary to provisions of the agreement on the same matter clearly set out in the written contract. It would be contrary to all rules of law respecting collateral agreements, where fraud is not pleaded.

In my opinion agreement between school teachers and boards of trustees must be considered in a different manner from ordinary agreements. Boards of trustees have certain powers granted by the School Act. Actions beyond that are *ultra vires*. The policy of the School Act is compulsory school attendance within certain ages. Only authorized persons may teach in public schools. Certain subjects must be taught and certain classes must be given attention to. School must be kept for certain periods of each year and returns made to the Department for stated periods and the contract in writing with the teacher must be before the Department. Based upon all this the state makes a grant to each school accordingly. It therefore becomes important that the Department should say what should be contained in the contract. Then can there be a collateral verbal agreement entered into which is directly contradictory to the written contract, as was sought to be established here? To allow it would be sanctioning a fraud to be carried out against the state. The spirit of the Act is that the written agreement must be used and none else.

In *Johnson vs. McEwen*, S.D., 1922, 3 W.W.R. 1166, the Court of Appeal of Alberta dealt with the subject matter of a teacher's agreement. Stuart J.

in delivering the Judgment of that Court is reported at page 1169 as follows:

"In my opinion it is clear from this legislation that it was never intended that the 'contract in writing' should consist of the exchange of correspondence which is possible, for example under the Statute of Frauds. I think it was the intention of the legislature, and that intention is clearly indicated that the 'contract in writing' must be a formal one."

If by the spirit of the Act, it was not intended that the "contract in writing" might consist of the exchange of correspondence, but must be a formal one to be binding on the parties, it must follow with greater force that a verbal agreement would not be binding. **It cannot be partly one and partly the other.** The verbal agreement sought to be established is directly in conflict with Paragraph 5 of the contract in writing. Where can the line be drawn if evidence is permissible in such cases as this? The Minister certainly never had brought to his attention the alleged verbal agreement to close the school for the months of January and February, nor is there evidence of his approval thereto. To hold that parol evidence may be admissible to prove a collateral agreement, **it must not, in my opinion, where a statutory form of agreement is necessary, conflict with, or be inconsistent with the formal statutory form of contract; the evidence must not amount to additional terms to that writing.**

In *Angell vs. Duke*, 32 L.T., 320, the defendant let to the plaintiff by written agreement, a house and the furniture therein. The plaintiff offered evidence of verbal agreement made at the same time to the effect that the defendant would send in additional furniture. It was held that such evidence would be inadmissible, it being inconsistent with the written agreement.

Cockburn, C.J., said, "to allow the plaintiff to recover in this action would be to allow a parol agreement to conflict with a written agreement afterwards entered into something passes between the parties during the course of the negotiations, but afterwards the plaintiff enters into a written agreement to take the house and furniture which is specified. Having once executed that, without making the terms of the alleged parol agreement a part of it, he cannot afterward set up a parol agreement."

Blackburn J. said, "It is a most important rule that where there is a contract in writing it should not be added to if the written contract is intended to be the record of all the terms agreed upon between the parties. Where there is a collateral contract the written contract does not contain the whole of the terms. . . . Here the lease expresses the whole of the terms; the defendant agrees to let, and the plaintiff to take, the house and furniture at a certain rent; there is said to have been an arrangement made beforehand during the negotiation, that the defendant should let the plaintiff have more furniture for the same rent; how is this collateral? I cannot perceive that it is. . . ."

To admit the evidence of the alleged verbal agreement the complete terms of the parol agreement would have to be established (which was not done here), but I take it that **no parol evidence is admissible to disannul and substantially to vary the written agreement.** I may go further, the Act gives the Board of Trustees certain powers, beyond those powers as a board they are powerless. Here they ask to give effect to a term which if admitted would be contrary to the Act and in my opinion *ultra vires*. It is also at variance with other terms of the agreement and contrary to the Act.

As to the course taken by the chairman, the husband of the plaintiff, I must state that his course in withdrawing from the meeting when the plaintiff was engaged and throughout when it came to matters concerning his wife, were at all times highly commendable.

In my opinion the plaintiff is on all grounds entitled to succeed and have judgment as claimed.

GEO. W. GREEN, J.

Mr. Blackstock, K.C., for Plaintiff.

Mr. R. B. Davidson, for Defendants.

Local News

ANNUAL MEETING OF CALGARY PUBLIC SCHOOL LOCAL OF THE A.T.A.

The Calgary Public School Local of the A.T.A. held their annual meeting Tuesday evening, January 15th in the Board of Trade rooms. A banquet on this occasion has now become an established custom. There was a good percentage of the membership present. School Trustee, Mrs. Hindsley, the Overseas and Eastern Canada exchange teachers were guests of the Alliance. Trustee Miss A. Turner being at the U.F.A. Convention in Edmonton, was unable to accept the invitation extended to her.

The newly elected President, Miss Grace Robinson, was in the chair. Mrs. Hindsley gave a short address, speaking appreciatively of the teacher's work, and recalling the days when she was actively engaged in that vocation. Miss Kate Clarke, the retiring president was forced into prominence on this occasion, when, Miss M. Rath, new Vice-President, in a very appropriate speech presented her on behalf of the membership with a brooch and necklace. Miss Rath referred to the unselfish, loyal and efficient service given the Alliance during the last several years by the Past President, first as representative of the Alliance on the school board meetings, then as Vice-President and for the past eighteen months in the President's seat.

The new year promises well, with a very capable young lady, Miss G. Robinson, at the head; Miss Dynes again Secretary-Treasurer, and an executive consisting of Miss Faux, Miss W. Henderson, Miss Edna Gillies, Miss Warren, Miss F. Reynolds, Miss Knight, Miss K. Ramsey, Miss L. Lunam, Miss V. Milburne, Mrs. Annie Anderson, Miss Newman and the Past President, Miss Clarke.

The Secretary's Report gave a membership of 197, with an additional five who belong to the provincial body only. That means during 1928 this Local is 80 per cent. strong. May it soon be 100 per cent.

The balance of the evening took the form of a bridge party under the expert direction of Miss E. MacArthur and Miss V. Milburne, and it was altogether a very delightfully sociable affair where good fellowship radiated.

VILNA LOCAL

On Friday, January 25th an inter-school oratorical and musical contest was held under the auspices of the Vilna Local, A.T.A.

In the Canadian and International Oratorical Contest the local worked in conjunction with the Edmonton JOURNAL and the Department of Education. Oratorical contests were also held for Grades VII and VIII and Grade VI.

A large audience was treated to a masterly display of oratory. All the contestants did well and the task

of the judges was no easy one. The prizes were awarded to the following pupils:

Canadian and International, first prize, Francis Dow, Irondale school; second, Kenneth Van Riper, Pine Knoll.

Grades VII and VIII: First, Mike Pylpya, Pine Knoll; second, Rosie Melynych, Vilna and Mary Haydale, Sunny Knoll, tied.

Grade VI: First, Jean Keeler, Sunny Knoll; second Mary Sawka, Vilna, and Alex. Hanchurak, Pine Knoll, tied.

In the musical part of the contest the contestants upheld the high standard of achievement set by the speakers. The tally of judges' votes resulted in a tie between Vilna and Pine Knoll schools. A consultation of the judges broke the tie in favor of Vilna.

Miss Frances Dow will represent the St. Paul de Metis Inspectorate in the elimination contest for Northern Alberta, to be held in Edmonton.

Silver and bronze medals will be awarded the winners in the lower grades. Where contestants are tied for position, both contestants will receive a medal. A shield will be awarded the winning school in the musical contest.

LLOYDMINSTER

The teachers of Lloydminster and district met at the High School, Saturday January 19th, to discuss the formation of a local.

The following resolution was made and carried, "A local be formed consisting of Saskatchewan Teachers' Alliance and Alberta Teachers' Alliance members. The members of said local to retain their connection with their own provincial organizations."

The following officers were elected: President, Mr. E. S. Laird, B.A.; Vice-President, Miss L. Ballsrud; Secretary-Treasurer, Miss Vera I. Winters; Executive Committee, Miss Ernestine Capsey, B.A. and Miss Blanche Leonard.

THE Bon Marché Millinery and Dry Goods

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Our Millinery Parlors are now nearly complete with a wonderful showing of all the newest creations including the latest color schemes and combinations of materials.

As Easter draws near the Lady who seeks for distinctive style, exclusive design and that touch of personal service coupled with very reasonable prices cannot do better than pay us a visit before deciding.

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CALGARY



OUR TEACHERS' HELPS DEPARTMENT



Director
TEACHERS' HELPS DEPARTMENT
MRS. A. JORDAN

Box 243

Medicine Hat

ANY contributions, or suggestions as to how the Teachers' Helps Department may be of greater assistance, will be appreciated. We will do our best to answer queries regarding public school work. If you have any hints or suggestions which will help some inexperienced teacher, please send them along.

MARCH OUTLINES

ARITHMETIC

- Grade 1**—(a) Combinations and separations, using "2 more" and "2 less"; "3 more" and "3 less."
(b) Recognition and making of symbols to 100.
(c) Recognition of the families.
- Grade 2**—(a) Teach 5 2 4 4 2 3 3 4 and 8 4 7 6 0 5 8 8 and subtraction.
(b) Teach time: hour, half, and quarter; minute, day, and week.
- Grade 3**—(a) Continue short division within notation limits by 3, 6, 8.
(b) Roman notation to 100.
(c) Problems.
- Grade 4**—March and April.
(a) Division and multiplication continued.
(b) Denominate numbers and problems involving use of same.
(c) Rapid calculation in all four processes.
- Grade 5**—Bills and accounts.
- Grade 6**—Fractional problems, etc.
- Grade 7**—Profit and loss.
- Grade 8**—(a) Bills, accounts, and receipts.
(b) Compound interest.

LITERATURE AND READING

- Grade 1**—(a) Finish "Canadian Reader."
(b) Phonics: ie, ew, aw, au, tion, sion, ph.
- Grade 2**—(a) **Reading, Oral**—(1) The Wind and the Sun.
(2) The Frog Prince.
Reading, Silent—The Grigin of Pussy Willows.
(b) **Memorization**—Windy Nights.
Optional—Pussy Willows.
(c) **Literature**—(1) Epaminondas.
(2) Samson, the Strong Man.
- Grade 3**—**Literature**—Wishing Wishes.
Memory—The Wonderful Fishing of Peterkin Spray.
Stories—Adventures of Pinocchio.
Reader—Pages 160-189.
Dramatization—To be selected.
Supplementary Reading—"Play Awhile" or similar book.
- Grade 4**—(a) **Silent Reading**:
(1) The Heroine of Vercheres.
(2) Black Beauty's Breaking-in.
(b) **Literature**:
(1) At School with Shakespeare.
(2) The Eagle.
(c) **Oral Reading**:
(1) Jackanapes.
(2) At School with Shakespeare.
(d) **Literary Pictures**:
Annie and the Children by the Fire.
(e) **Memorization**: The Eagle.
(f) **Supplementary**: "King of the Golden River."
- Grade 5**—(a) **Literature**:
(1) The Song My Paddle Sings.
(2) Alan McLeod.
(b) **Oral Reading**: Bruin and the Cook.
(c) **Silent Reading**: Miraculous Fitcher.
(d) **Character**: Alan McLeod.
(e) **Memory**: The Rapid.
- Grade 6**—(a) **Literature**:
(1) Lockinvar.
(2) The Maple.
(b) **Memorization**:
The River.

(c) **Oral Reading**:
The Ants and Their Slaves.

(d) **Silent Reading**:
(1) The Man Who Came Back.
(2) Small Craft.

- Grade 7**—(a) **Literature**:
(1) New England Weather.
(2) By Cool Siloam's Shady Rill.
(3) The Pipes of Lucknow.
(b) **Memorization**:
By Cool Siloam's Shady Rill.
(c) **Silent Reading**:
(1) Gulliver's Travels (Optional), or
Days of Queen Elizabeth (Optional).
(2) Soldier and Sailor.
(d) **Oral Reading**:
San Stefano.
- Grade 8**—(a) **Silent Reading**: Strawberries.
(b) **Oral Reading**: Tartary.
(c) **Literature**:
(1) O, God, Our Help in Ages Past.
(2) Hunting the Hippo.
(3) A Day with Sir Roger.
(4) Let Us Now Praise Famous Men.
(d) **Memory**: "O, God, Our Help in Ages Past."

ELEMENTARY SCIENCE

- Grade 1**—(a) Pussy Willows placed in water in class room. Two kinds—wooly and green.
(b) The lengthening of day and the shortening of night. Disappearance of snow, where it goes, muddy and rough roads, the increasing warmth of the sun and what it does; the season and seasonal changes; where the sun rises; East and West; North and South; spring rains and snowfalls; Jack Frost and his pranks in spring.
- Grade 2**—(a) Seasonal changes and how they effect men and children.
(b) Disappearance of snow; effect on travelling. Increase in length of day.
(c) First appearance of birds; records kept.
(d) Observation of twigs kept in water in class-room.
(e) Stories about birds and animals.
- Grade 3**—(a) **Nature Study**:
(1) The disappearance of snow and where it goes.
(2) The increasing period of sunlight.
(3) The first appearance of birds.
(4) The first appearance of animals absent during the winter.
(5) Pussy willows and twigs with expanding buds kept in class room for observation purposes.
(6) Hill and water on hill.
- Grade 4**—(a) **Nature Study**:
(1) Plant weed seeds for observation.
(2) Fish.
(3) Spider.
(4) One bird (Winter visitor).
(5) Clear up any work not finished during the winter months.
(b) **Geography**: Map of community to scale.
(c) **Hygiene**: Special senses.
- Grade 5**—(a) **Nature Study**: See February outline.
(b) **Hygiene**: Digestion continued.
(c) **Geography**:
(1) The surface features of North America. The importance of the river systems to man's settlement of the country.
(2) The Climate of North America.
(3) Map of North America.
- Grade 6**—(a) **Nature Study**: Study birds and animals (Classified according to course).
Birds—
Singer—Meadow Lark.
Percher—Wren or Robin.
Wader—Snipe or Bittern.
Nuisance—Crow or Hawk.
Animals—
Hibernating—Bear.
Rodent—Gopher or Badger.
Canine (Dog)—Coyote or Wolf.
Feline (Cat)—Lynx or Cougar.
Deer Family—Elk or Moose.

(b) **Hygiene:** (March and April).

Complete the Respiratory system as outlined in the Course of Studies from "The Importance of Pure Air" to the end.

(c) **Geography:** See February outline.**Grade 7—**(a) **Agriculture:** Gardening.(b) **Hygiene:** Special Senses.(c) **Geography:**

(1) The following countries of Asia: China and Japan under same heading as in Europe.

(2) The value of the Oceans to mankind. The special value of the Pacific Ocean to Western Canadians.

Grade 8—(a) **Agriculture:** Gardening.(b) **Hygiene:**

(1) Germ Diseases.

(2) The House Fly.

(c) **Geography:** Australasia.**COMPOSITION AND GRAMMAR****Grade 1—**See February outline.**Grade 2—**(a) **Composition:**

(1) Copy a riddle from blackboard. Write the answer.

(2) Teach capitals for names of days and months. Apply to written sentences.

(3) **Dramatization:** The Wind and the Sun.

(4) **Reproduction:** The Goose that Laid the Golden Egg.

Grade 3—(a) **Oral:**

(1) Stories of three pictures or more.

(2) Conversation lessons.

(3) Vary reproduction of stories.

(4) Make a play from a story.

(5) Tell a story to illustrate a problem.

(b) **Formal:** Continue abbreviations and contractions as they occur in all work.

(c) **Written:**

(1) Lead pupils to give variety to sentence form by putting in descriptive words.

(2) Write correctly three sentences about a subject discussed.

(3) Friendly letter. Use suggestions in the Course of Studies as basis.

(4) Continue book project.

Grade 4—(a) Continue use of dictionary; new words used in sentences.

(b) Much practise on complex sentences.

(c) Building of stories.

Grade 5—Review of work in Composition and Grammar.**Grade 6—**See January outline.**Grade 7—**(a) Three paragraphs.

(b) Stress written work, form, punctuation, etc.

(c) Verbs—tenses (present, past, future).

(d) Adverb—definition, uses, degrees.

(e) Preposition—Use and relation.

Grade 8—(a) **Grammar:** See February outline.(b) **Composition:**

(1) Vocabulary work.

(2) Punctuation.

(3) Letter writing.

(4) Writing conversation.

(5) Argumentation.

ART**Grade 1—**To make simple pieces of furniture, based on paper folding, for a doll's room.**Grade 2—**Illustration problems—using line action figures.**Grade 3—**A craft problem, as knitting, using woolen yarn, or, as alternative problem, making designs for different vases, or similar objects in cut-out paper and decorating with cut-paper shapes.**Grade 4—**Exercise V.**Grade 5—**Color theory exercise; harmonies of color, complementary harmony, the color circle, graying of colors, coloring a copy in complementary harmony arranged in good composition; the use of a finder. Color may be used in preceding exercises.**Grade 6—**Color theory.**Grade 7—**(a) School gardens and their possibilities. Plan on cross section paper to scale. List of suitable plants for garden.

(2) Correlate with Agriculture. Attention to arrangement of garden.

(3) **Picture Study:** "Sistine Madonna."

Grade 8—(a) Plan city park. Correlated with Horticulture.

(b) **Picture Study:** "The Horse Fair."

SPELLING**Grade 2—**(a) Forty-five words beginning at "fresh."

(b) Two word families.

(c) Dictation.

Grade 3—See September outline.**Grade 4—**See January outline.**Grade 5—**See September outline.**Grade 6—**See September outline.**Grade 7—**See January outline.**Grade 8—**See January outline.**CITIZENSHIP****Grade 2—**(a) Self-discipline.

(b) Truthfulness.

Grade 3—(a) Sense of responsibility.

(b) Truthfulness.

(c) St. Patrick's Day.

(d) Public Opinion.

(e) Stories.

Grade 4—(a) Discuss family life—modern and olden times—Arabia, Hindoo, Chinese. (Correlate with Geography.)

(b) Correlate with Picture Study lesson for appreciation in Art.

(c) Stories on justice.

(d) **History Talks:** Tales of the Round Table.

Grade 5—(a) Right use of leisure time—forming habits of industry and thrift.

(b) Livingstone at the Mills.

(c) Verendrye at Fort Nipigon.

(d) Riel Rebellion.

Grade 6—(a) Cartier, Champlain, La Salle, Hudson.

(b) Establishment of Huron Missions and their destruction.

(c) Child's place in the community.

Grade 7—March and April—Parts V, VI and VII. In civics sections (d), (e) and (f) to be finished by Easter.**Grade 8—**March and April—Parts VIII, IV and V of Course.

Civics: Jan.-April, (d), (e) and (f).

Lesson Helps

STORIES TO CORRELATE WITH ELEMENTARY SCIENCE
Grades I, II and III**THE SUNBEAMS AND WATER-DROPS**

Early in the morning, away up on the hillside thousands of little water-drops were sparkling on blades of grass and in the flowers. A tiny streamlet trickled along the roots of the grass, and when a gentle breeze came along, thousands of sleepy Water-drops woke up, and falling into the little stream, went hurrying along.

"Always join hands and run down hill, my dears!" called Mother Nature. So the little Water-drops, who are always good children, did just as they were told. Away they went down grassy slopes all sparkling in the sunshine. Faster and faster they ran, until, sliding over some smooth stones, they found themselves in a deep stream with wooded banks.

By and by the little Sunbeams asked the big round golden Sun if they might go down to the earth to play. Mother Sun said, "Yes, my children, but do not forget to work as well as play." So down to the earth in a shining cloud came the little Sunbeams, and after helping the trees and grass and flowers, they danced and played with the little Water-drops. Oh, how they all sparkled and shone, and what a good time they all had together! By and by Mother Sun called to them, "It is time to hurry home, my children." Then the little Sunbeams asked if the little Water-drops might come up with them. And soon the Water-drops found themselves sailing up, up towards the sky, and were soon in a silvery cloud that glided before the wind.

And one very hot day, when everything on earth was thirsty and dusty, a cold wind met the cloud, and all the little Water-drops shivered and shook and began to fall gently to earth—a shower of rain—to help the trees, grasses, and flowers.

SPARKLE AND SHINE

Sparkle and Shine were two little water-drops, who lived at the bottom of a deep well with Mother Water-drop and many little brothers and sisters.

"Dance, little water-drops," said the mother, "for we must keep ourselves pure and clean." So all the water-drops danced and sailed like little bubble boats, and looked up at the stars away up in the circle of the sky above the well.

Every day, cling-clang, cling-clang, down came the bucket, and thousands of little water-drops were drawn up into the big world, and Sparkle and Shine wondered what it was like up there. One day Sparkle and Shine found themselves going up, up in the bucket. When it reached the top of the well, a little girl lifted the bucket off the hook and carried it across the yard to the house. On the way over Sparkle fell out on the snow, but Shine was carried with the others into the house, and soon found himself in a dark, round room, where it began to get very warm.

It became hotter and hotter, and the little raindrops danced up and down, up and down, faster and faster, until Shine could bear it no longer, and seeing a long, dark hall, sailed along it and out into the light again. Then he found himself lightly drifting across a room and over to an open window, where he suddenly became so stiff and cold that he could not move. But a dear, little sunbeam fairy soon came and warmed him up, and said, "Come up to the clouds with me, little raindrop," and Shine found himself sailing up, up in the air with a sunbeam. Higher and higher they went, until they came to a large cloud and found thousands and thousands of little raindrops floating across the sky. "Hello, Shine!" shouted one of them, and there was Sparkle close by, sailing away with the others.

"How did you get up here?" shouted Shine.

"Oh, with a sunbeam," answered Sparkle, and just then the North Wind and Jack Frost met them, and all the little water-drops shivered and shook and began to fall towards the earth. Then such a funny thing happened to Sparkle and Shine, for they felt themselves stretching out until they were not round any more, but long and thin and hard like a needle, and every time they turned over they stretched out little needle points, until there were six little needles joined together, and Sparkle and Shine had a new name, "snowflake." Then the little snowflakes met others, all falling gently towards the ground.

"Where shall we go?" asked Shine.

"Oh, let us all go where some seeds are planted," said Sparkle, "and help to keep them warm until the springtime."

"Oh, so we will," said the snowflakes, and they fell faster and faster. Other snowflakes saw them and went, too, and the ground was covered more and more quickly with snow until there was enough to keep the seeds from freezing during the winter.

Then the springtime came, and the weather began to be warmer. The snow turned into water and ran down into the earth, and the seeds drank it, and swelled and swelled until by and by little green shoots came out above the ground from each seed; then other leaves grew, and when summer came, all the lovely flowers were blooming in the garden.

PROJECT WORK FOR JUNIOR GRADES

School projects are attempts to guide the school work of pupils that they shall become familiar with large classes of knowledge that cluster around one central fact, and thus their minds become enriched, and they gain worth while knowledge of undertakings that were once real projects. Any worth-while achievement of man—whether it is making a match of a flying machine—can be made the subject of a school project that will be helpful to children.

The teacher who would make use of the project method must first consider some subject to investigate—one that, if she herself were for the first time seeking solution, would necessitate research in different fields of knowledge. Having selected her subject, she considers the steps necessary to reach a conclusion. The pupils must stop to enquire what caused the differences.

Having considered the ground to be covered, the teacher arranges in an orderly way the problems and questions that each presents. The project method is not easy for a conscientious teacher. Her reward comes with the knowledge that her pupils are gaining mental strength, and that their mental horizon is expanding.

Junior grades enjoy problem work that can be developed largely by means of pictures. These pictures and a limited amount of information to go with them may be obtained from magazines, picture books, catalogues, newspapers and geographies. A blank scribbler or booklet made by the pupil may be used for the pictures and the writing that goes with them. A few dates will add interest. If the project were, "that the dress of the children of today is better suited to children's activities than it was in Queen Victoria's reign," a few dates under the various costumes would be interesting. The project would include materials used in making clothes of both boys and girls, the difference in cut, etc. Some of the pictures might be obtained from the homes of the children.

Some suitable topics for projects in junior grades are as follows—according to the environment of the pupil:

- (1) That man has improved methods of transportation.
- (2) That agricultural implements have improved greatly.
- (3) That the automobile of today is more comfortable than that of twenty years ago.
- (4) That trees, shrubs, and flowers improve the appearance of the home, school, or city. (This one could be worked out by the pupils.)
- (5) That there is a variety of material in the every-day clothing required for a boy or girl, especially during the winter.

Some of the problems that might be considered in connection with project No. 1 are given below:

PROJECT: To learn how man solved the problem of transportation.

Problem 1. To learn the methods of primitive transportation:

- (a) Primitive transportation by land:
 - (1) Toting:
 - (a) People of the near east carrying burdens on their heads.
 - (b) Pioneers carrying their packs on their backs.

(2) By pack animals:

- (a) Camels for caravans.
- (b) Reindeer in Arctic Lands.
- (c) Dogs among the Eskimo.
- (d) Elephants in India.
- (e) Horses generally drawing wheeled vehicles.
- (f) Donkeys as pack animals.
- (g) Cattle and oxen.

(b) Primitive transportation by water:

- (1) Canoes.
- (2) Rafts, in lumbering.
- (3) Oar-propelled boats of the Greeks and Romans.
- (4) Junks in China.
- (5) Viking ships.

Problem 2. The pupils to learn modern methods of transportation:

(a) Modern land transportation:

- (1) The coach.
- (2) The prairie schooner.
- (3) Railroads:
 - (a) Locomotive Steam Engine.
 - (b) Electric Railway.
 - (c) Gasoline propelled:
 - (1) Automobiles.
 - (2) Automobile trucks.
 - (3) Traction Engines.
- (4) Airplanes.

(b) Modern Water Transportation:

- (1) Sailing Ships.
- (2) Steamships—wooden, iron:
 - (a) Coal burners.
 - (b) Oil burners.

Problem 3. What inventors have done to improve transportation:

- (a) James Watt—Steam Engine.
- (b) George Stephenson—the Locomotive Engine.
- (c) George Westinghouse—the Air Brake.
- (d) George Pullman—the Sleeping Car.
- (e) Robert Fulton—the first successful Steamer.
- (f) Wright Bros. who made the first successful Airplane.

Conclusion—The term "transportation" includes all methods by which men come in contact with each other, exchange products, and learn of each other.

PROGRESSIVE STEPS IN WRITTEN COMPOSITION Grades I-VIII

Written composition should not be begun until pupils have gained facility in writing and spelling and thus have removed at least in part, the mechanical difficulties which would otherwise interfere with the work. Beginning in the latter part of the first grade, exercises can be introduced which are preliminary to the written work and which gradually pave the way for it.

The early work may consist in having children copy sentences from dictation based on the reader. Attempts at what might be called original work should be introduced. The teacher might engage pupils in conversation in such a way that they desire to write a note to a friend. By questioning, the teacher can get a short sentence like "Dear Dorothy, I want you to come to a party." This the teacher can then write on the board in the form of a note. Have the pupils study it. When they have studied the words, the sentence can be erased and the pupils be asked to write it from memory, signing their own names.

In the second grade work of a similar character may be undertaken. The teacher and pupils, working together can build up a story of two, or three, or four sentences on nature work or anything coming within the experience of the pupil. When the story is finished, the pupils should study it under the direction of the teacher to the end that they may write it from memory.

In the third grade the writing of composite letters should be continued. In this grade the compositions should be a little longer, and the attention of the pupils should be called to the necessity of telling the story in a certain way in order to please. One thought at a time should be given.

The next step is to have pupils reproduce in writing, a short and simple story which they can tell orally—perhaps a short story from the reader. Then the eye and the ear will be active in impressing the thought and the form on the minds of the pupils.

After the pupils can tell the story well, there should follow the drill exercises necessary to remove certain mechanical difficulties like spelling, capitalization and punctuation, to the end that when pupils begin to write, their efforts will not be hampered too much by these things.

It might be well also, in writing the first few stories, to have the teacher put questions on the board, in the answering of which the composition will result. Or an outline may be placed on the board containing a few sentences, each one of which suggests a unit of thought which the pupils are to work out by themselves. This might later on give way to a briefer outline in which single catch words will suggest units of thought or paragraphs.

Whatever plan may be followed, one thing is indispensable; namely: that the teacher require the children to make a careful preparation before having them write.

But sooner or later in these lower grades, a higher phase of story writing should be introduced. When pupils can tell a story well orally, and a brief study recitation has been given in teaching them to spell difficult or unusual words, in syllablizing words, and possibly writing certain phrases and quotations that appear in the story, the pupils are in a position not only to clothe their thoughts in beautiful words, but these thoughts are apt to awaken, other thoughts and feelings and thus make for some freedom in writing. The written exercise may result in a mixture of what is remembered and of what is furnished by their own thoughts.

When pupils begin to write, the teacher should remain in the background. She should not interfere with the pupils' train of thought by talking. If it becomes necessary to assist individual pupils, it should be done not to interfere with the work of the class. Do not have the pupils attempt to write too much. It is more profitable to devote time to preparation than to have the pupils lolling and dawdling when they should be writing.

Freedom of expression must ever be the keynote. If it is at all possible pupils should write a short composition each day. A little at a time but at frequent and regular intervals should be the maxim for grades three, four and five.

While some attempts at original composition work may be undertaken in these grades, it must not be forgotten that so long as spelling seriously interferes with this work, it is best to limit the composition work very largely to themes in which both subject and form are given. A still higher phase of written composition is having pupils bring changes in the story by supposing each person in the story told it as though he had actually experienced it, or by having a supposed observer tell the story.

Certain original work may be undertaken in these grades, in the form of composite compositions. The first five grades of elementary school may be considered the preparatory stage in which mechanical proficiencies are reached by the pupils, so that the work in the last three years may face the needs of life. Spelling and penmanship should, to a large degree, be mastered by this time. This makes it possible for the work in composition to show individuality both as to form and expression.

(To be continued)

CORRELATED WITH CITIZENSHIP—Grade II

THEY DIDN'T THINK

Once a trap was baited
With a piece of cheese,
It tickled so a little mouse
It almost made him sneeze.
An old rat said, "There's danger,
Be careful where you go!"
"Nonsense!" said the other,
"I don't think you know!"
So he walked in boldly;
Nobody in sight;
First he took a nibble,
Then he took a bite;
Close the trap together
Snapped, quick as wink,
Catching mousey fast there,
'Cause he didn't think.

Once a little turkey,
Fond of her own way,
Wouldn't ask the old ones
Where to go or stay.
She said, "I'm not a baby,
Here I am, half grown;
Surely I am big enough
To run around alone!"
Off she went, but somebody,
Hiding, saw her pass;
Soon like snow her feathers
Covered all the grass;
So she made a supper
For a sly young mink,
'Cause she was so headstrong
That she wouldn't think.—PHOEBE CARY.

CITIZENSHIP—Grade III

THE STORY OF ST. PATRICK

So many legends have surrounded St. Patrick, the patron Saint of Ireland, that many people have begun to doubt the reality of his existence. Many places have been assigned as the probable place of the birth of St. Patrick.

One legend of his life runs thus:

It would seem that St. Patrick's home was somewhere in the west of Britain and suggests that it was near the Severn River, though some say he was born in Scotland. His father was a Briton named Calpornius, a small landowner who bore a Roman name, being a free Roman subject.

About 405 A.D. when St. Patrick was sixteen years old, some Irish pirates came to the coast of Britain and carried him off along with booty and other captives. So far away did Ireland seem that

St. Patrick writes of his being taken "to the ultimate places of the earth," his destination being probably Connaught. For six years he acted as a swineherd for the master to whom he had been sold, these years bringing him to a real faith in the God of whom he had learned in his far-away home. So keen was his fervor that he used to get up before the sun rose and, whatever the weather might be, he went out into the rain or the snow to offer up his prayers to God. One day he heard a voice saying, "Behold, thy ship is ready," which he understood to mean that it was now possible for him to escape. Relying upon spiritual help, he managed to slip away from his master, penetrate the dense forests, and finally to reach a port on the east coast, where he joined a vessel just ready to sail. After some persuasions, the captain permitted St. Patrick to come on board, on condition that he worked his way to the next seaport, and without further adventure he eventually reached the coast of Gaul in safety.

St. Patrick could not forget the heathen darkness of Ireland, and so about A.D. 430, he returned to the land of his slavery, endowed with power from the Pope to convert the Irish. He converted many of high and low degree. It was while preaching to pagan Druid priests at Tara, near Dublin, that St. Patrick's presentation of the Trinity, was challenged. He immediately stooped and plucked a little shamrock leaf and, holding it up before the pagan, proved how possible it was to an infinite Power to combine three in one and one in three. Since that far-distant day, the shamrock has been the emblem of Ireland.

St. Patrick lived and labored for many, many years, adding tribe after tribe to his converts. So deep was the impression he made in the country that now, after more than fourteen hundred years have passed, his memory is as green and as hallowed as if he had died but yesterday. Mountains, lakes, rivers, islands, and plains are associated with his name, while thousands of churches throughout the world are named after him.

He lived to be a very old man and died in an abbey that he himself had founded. He was buried in Downpatrick, where his remains rested for many years. The anniversary of his departure is celebrated on the 17th day of March which is called, in his honor, St. Patrick's Day.

ELEMENTARY SCIENCE—Grade IV

TOMMY'S TROUT

Not long ago a party of motorists in a remote part of Forfarshire discovered a lonely little lad who had no playmates.

His father kept a small hotel where the motorists stopped for lunch. While the meal was being prepared one of the ladies walked by the burn at the back of the hotel, and found Tommy sitting by the stream with two trout in his hands. He was so busy talking to them that he did not notice her approach.

She said, "The poor things will die if you hold them in your hands."

"Na, they'll no dee," said Tommy looking up. "The trout ken me. That ane's Sandy, and that ane's Jimmy, but I canna see Peter."

"Did you ever see a laddie playing wi' trout afore?" asked his mother appearing at the kitchen door. "He feeds them every day, and they ken their names and come to him when he calls them."

Just then Tommy rose up in great excitement.

"There's Peter," he cried; and sure enough a fine trout was seen making its way rapidly through the water.

Peter was evidently the favorite, for Tommy quickly dropped Sandy and Jimmy into the stream and knelt down to receive the new-comer.

With a fine somersault Peter landed safely into the little fellow's hands held out to receive him at the water's edge.

"Peter, Peter, whaur hae ye been?" said Tommy reproachfully, stroking the tiny back tenderly with his forefinger. Then, after a moment or two, he put Peter gently back into the water again, and began to give the three trout their dinner, as he called it—bits of bread he had brought for them.

We tell the tale exactly as it was told to us, and we have inquired as to its truth, with the result that we are assured that we need have no misgivings. We therefore pass it on as it comes to us, wondering if we have ever read a more remarkable tale.—The Children's Newspaper.

THE THAMES RIVER AND SALMON

A legend says that salmon were once so plentiful in the Thames that workers in London protested against having salmon too often for dinner. Then the liquid waste of factories pouring into the river drove the salmon from the Thames. The lower reaches became so foul that those seeking to run up would either be prevented or die in the attempt. The young ones in the nurseries at the head of the river, when the call came to them to pass down to the sea, would have to run the gauntlet of the same chemical brew.

There are no Thames salmon left. When it wishes to lay its eggs, or when it wishes to take a pleasure course in sweet waters, a salmon makes for the river in which it was born, for that and no other. For that it leaves the rich plenty of the sea, for that it braves the perils of nets and tides, and the steep rocky ways up which it must leap.

Now, the waters of the Thames have so improved that it would be possible for the salmon to live there again. If the salmon are to occupy the Thames again, artificial hatcheries will have to be established upstream to let the fish come to life in the only waters they know. Then when they grow to strength and swim in due course to the sea, the Thames will be remembered by them as home. They will return to it to found a new race of Thames salmon.

FOUR DIFFERENT TYPES OF TEST WORK IN CONNECTION WITH ENGLISH COMPOSITION Grades IV. to VIII.

By Lewis S. Mills, Supervising Agent, Conn. State Board Education

There are numerous schemes on the market for the testing and measuring of work in English. Most of them have value. Many of them are too involved or expensive for the classroom teacher to secure, give and correct. The following four types are clear, direct, and easy to give and score. Within their scope they measure with precision and to this extent are of fundamental value.

Many teachers of these grades may easily take the directions and material as here given and carry out the work in their own school; in fact, this article is written for this very purpose.

TEST I.—DICTATION

Directions to the teacher.

(a) Pass a sheet of writing paper to each pupil and in the upper right hand corner request each pupil to write the following:

	VALUES
Sentence 1.....	
Sentence 2.....	
Sentence 3.....	
Sentence 4.....	
Sentence 5.....	
Sentence 6.....	
Total.....	

(b) Following this the pupil should place across the top his name, age and grade.

(c) Pronounce each of the following sentences very slowly, very clearly, and but once. Not over two minutes should be allowed for the dictation and writing of each sentence.

Sentences	VALUES
1. Does John know which pencil to use?	16
2. No, he is writing with Mary's pencil.	18
3. The fourth day of the week is Wednesday.	18
4. You and I wear shoes.	12
5. Whose knife is this?	10
6. The scholars all said, "Two and two are four."	26
	100

Two per cent. has been assigned to each word and punctuation mark in these sentences. Deduct, therefore, two per cent. for each mistake, or omission, or addition. Place the rating for each sentence under values at the upper right hand corner of each pupil's paper and add for the total score.

The results will, of course, vary but the exact form of a pupil's weakness in connection with taking the above sentences at dictation can be analyzed and the necessary additional instruction and practice given without waste of time or effort.

In the majority of schools with which the writer is familiar, there is far too little practice in dictation work both in connection with English and in connection with Mathematics.

All dictation work should be given slowly enough to allow the pupil reasonable time in which to write, and write well. All dictation exercises should be short and pupils held accountable for absolute accuracy.

TEST II.—REPRODUCTION AND LETTER WRITING Directions to the teacher.

(a) Pass a sheet of writing paper to each pupil and ask each pupil to place the following in the upper right hand corner:

	VALUES
1. Letter form.....	
2. Pictures reproduced.....	
3. Mechanics.....	
Total.....	

(b) Following this the pupil should place across the top his name, age and grade.

(c) State to the pupils that you are to read to them a very short story. After that they are to write the story as a letter to some friend, and that you will read this letter and mark it according to the three headings given under values.

The Story

One very hot day a little boy was lying under a maple tree reading a story.

"Little boy," said his mother, "will you please go into the garden and bring me a head of lettuce?"

"Oh, I can't!" said the little boy. "I'm too hot!"

When the little boy's father heard this he gently lifted the little boy by the waistband and dipped him into a great tub of water.

"There, my little boy!" said the father, "you are cool enough to go and get the lettuce."

Then the little boy went drip, drip, dripping out into the garden and brought in the lettuce. Then he went drip, drip, dripping to change his clothes.

Further directions to teachers.

The pupils now take paper and are allowed fifteen minutes to prepare their letter. When the letters are completed, the teacher reads and scores them in accord with the following:

	VALUES
1. Letter form including heading (14), salutation (10), closing and signature (14).....	38
2. Six pictures* clearly reproduced in writing.....	42
3. Mechanics of the reproduction, capitals (4), punctuation, (4), spelling (4), diction (4), neatness (4).....	20
	100

(*1) Boy under tree reading.

(2) Mother and boy talking.

(3) Father dipping boy in tub of water.

(4) Father talking to dripping boy.

(5) Dripping boy getting lettuce.

(6) Boy changing wet clothes.

Give each picture a value of 7.

Pupils need considerable practice in both oral and written reproduction, not only from short stories read by the pupil but also from short stories read or told to them by the teacher. In the above exercises the pupil is marked not only on accuracy of the reproduction but also on the accuracy of the letter form. It may not always be wise to combine these two exercises in one.

TEST III.—ORIGINAL SENTENCES

Directions to the teacher.

(a) Pass a sheet of writing paper to each pupil with the request that the following values be placed in the upper right hand corner.

	VALUES	Content	Mechan.	Arr.	Neat.	Total
dangerous.....						
precious.....						
favorite.....						
glorious.....						
wonderful.....						

(b) Ask each pupil to place name, age and grade at the top of the sheet.

(c) After name, age and grade, ask each pupil to write the following five words on one line, putting a dash between each word:

Dangerous - precious - favorite - glorious - wonderful

(d) Direct the pupils to write one original sentence for each word. Give the pupils eight minutes in which to do this.

Directions to teachers for scoring original sentences:

In most schools there is not sufficient practice in original sentence work. This third test, as well as all the others should be conducted frequently in the school, with different test material, but of the same general content until all pupils become reasonably proficient.

Value assigned to each sentence, 20. Five sentences, 100. 10 for intelligence, that is content. A sentence to receive 10 for content must show beyond a doubt that the pupil understands the work and its use.

5 for mechanics, capitals, punctuation, spelling and grammar. 5 for arrangement and neatness.

TEST IV.—THEME WRITING WITH OUTLINE GIVEN

Direction to Teacher.

(a) Pass a sheet of writing paper to each pupil and request him to place the following values in the upper right hand corner.

	VALUES
(1) Content.....	
(2) Mechanics.....	
(3) Arrangement and neatness.....	
Total.....	

(b) Near the top of the paper place name, age and grade.

(c) Request the pupils to write a theme (story) entitled "A Birthday Gift" (tool chest or work basket).

(d) Dictate the following outline and list of words which pupils may use:

(1) Introduction: By whom given. When it arrived and how.

(2) Body: Description. Plans for its use.

(3) Conclusion: Results of these plans. Future plans.

List of words to be used:

Chest

oak trays saw plane keen awl chest compartments

clasp steel chisel hinges temper lock

Work Basket:

wood linings dainty hinges drawer trays emery

cover tape initials thread embossed thimble scissors

(e) Give the class twenty-five minutes in which to write this theme.

(f) Score each theme in accord with the following and place results in the right hand corner of each pupil's paper.

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"I saw your name in the A. T.A."

Values assigned:

(1) Intelligence and thought, that is, content.....	60
(2) Mechanics, capitals, punctuation, spelling and grammar.....	20
(3) Arrangement and neatness.....	20

100

The above four simple tests of English Composition cover the four most important fields of the work in connection with English. There are remaining the two fields of oral and silent reading which are not here treated.

As has been stated, tests similar to the above should be given frequently in all schools in order that both pupil and teacher may have set out very clearly wherein the weakness of any pupil lies, in order that emphasis on the work, from day to day, may be placed where most needed. Pupils take more interest in the work when they are working for some definite tangible goal rather than to drift along, lesson after lesson, without any measure of accomplishment being made.

The following scheme is convenient for tabulating the results of the above tests:

		English					
	Name	Age	I.	II.	III.	IV.	Total
1							
2							

In the tabulating work it is best to arrange pupils according to ages, as per example, nine year old pupils first; ten year old pupils second; eleven year old pupils third; twelve year old pupils fourth; and thirteen year old pupils fifth, and make a comparison of the score among pupils of the same age.

CITIZENSHIP—Grade V

HABITS OF INDUSTRY AND RIGHT USE OF LEISURE TIME

By industry we mean activity that is regular and devoted to the carrying out of some good purpose. We are apt to think, or at least to feel, that the necessity of working regularly is a hardship. Because we get tired with our work and look forward with eagerness to the time of rest, we form the opinion that the pleasantest life would be one of which should be all rest. Industry might well be urged as a duty. Few things are more helpful toward right living than industry, and few more conducive to wrong living than idleness.

The reader of "Ivanhoe"—that finest romance of Sir Walter Scott, pronounces its author a genius. The fact is that the book is a conspicuous illustration of industry—"for years Scott made himself familiar with the era of chivalry; plodded over in imagination, the weary march of the Crusaders; studied the characteristics and contradictions of Jewish character; searched carefully into the records of the times in which the scenes of the story were laid; and even examined diligently into the strange process whereby the Norman-French and the Anglo-Saxon elements were wrought into a common tongue."

What a teacher industry is! It teaches patience, perseverance, and application. It teaches method and system by compelling us to crowd the most possible into every day and hour.

Laziness is one of the greatest dangers that besets youth. Lazy persons lose the power of enjoyment. Their lives are all holiday and they have no interval of leisure for relaxation.

No one is anxious about a young man while he is busy in useful work. But where does he eat his lunch at noon? Where does he go when he leaves his boarding-house at night? What does he do after supper? Where does he spend his Sundays and holidays? The way he uses his spare moments reveals his character. The great majority of youth who go to the bad are ruined after supper. Most of those who climb upward to honor and fame devote their evenings to study or work, or to the society of the wise and good. The right use of these leisure hours, means everything to the youth of our country.

There are many men who are striking examples of what can be done by using leisure time profitably. Livingstone and Verendrye are among these. Some of our Hudson Bay Co. Factors, in charge of lonely trading-posts, made real contributions to scientific research by the efforts they put forth in their leisure moments. It was while Ballantyne was in charge of one of these lonely posts that he started writing books—books that have helped boys and even girls, to acquire much valuable information during their hours of leisure.

"The difference between one boy and another lies not so much in talent as in energy"—Dr. Arnold.

"Let us so play that we work better."—Professor Edward Barker.

ARITHMETIC—Grade V

1. What information must you be given if you are required to find:

- The perimeter of a square.
- The perimeter of a rectangle.
- The area of a square.
- The area of a rectangle.
- The cost of painting the floor of a kitchen.
- The area of the walls of a room.
- The cost of painting the walls of a room.
- The area of the part of a floor left uncovered by a rug smaller than the floor.
- The number of badges that could be cut from a bolt of ribbon.
- The amount of money a newsboy earns in a week.
- How many days a bushel of potatoes would last in your home.
- How many gallons of milk your family would use in March.
- How many hours you sleep in a week.
- The cost of your school books for Grade V.
- How much money you would have left after buying a pair of skates and a pair of boots.

II. By one step how would you reduce:

- Feet to Miles.
- Acres to square yards.
- Inches to half yards.
- Miles to rods.
- Sections of land to acres.
- Square yards to acres.
- Yards to miles.
- Pounds of wheat to bushels.
- Articles to gross.
- Pounds to cwt.
- Bushels of oats to pounds.
- Pounds to ounces.
- Hours to minutes.
- Days to years.
- Square feet to square yards.

III. Find the cost of:

- 24 cans of tomatoes at 2 for 35c.
- 1,200 lbs. of wheat at \$1.15 per bushel.
- 5,600 lbs. of coal at \$8.00 a ton.
- 20 yards of ribbon at 2 yards for 15c.
- 30 yards of ribbon at 3 yards for 10c.
- 40 quarts of milk at 8 quarts for \$1.00.
- 10 lbs. of dates at 2 lbs. for 25c.
- 40 eggs at 60 cents a dozen.
- Two 12 dozen cases of oranges at 4 dozen for \$1.00.
- 100 clothes pins at 9c a dozen.

IV. Handkerchiefs that cost regularly 25 cents each were sold at a sale at half price. How much would 1 dozen cost during the sale? How much would a person save on them by buying at the sale?

V. Which would cost the more, and by how much? A section of land at \$25.00 an acre or 9 automobiles at \$1,775 each.

BIRD NOTES—GRADE V.

The Blue Jay

A harsh cry of "Jay, jay, jay!" comes through the clear winter air. Blue wings flash in the sun, and the blue jay alights on the snowy lawn, where grain has been scattered to attract the winter birds.

Handsome and alert he stands, the size of a robin or a little larger; bright blue, though lacking the metallic luster of the bluebird. His wings and rounded tail are marked with black and white; the under parts are a dusky white, bill and feet black. His head is surmounted by a jaunty, upstanding crest, and the black band around the neck, having the appearance of a strap for the crested cap, gives him a smart, military look.

Blue jays are not migratory birds, though they go from one locality to another in search of food. They are seen more often in winter than in summer, this being due to the fact that they keep mostly to the woods during the nesting and molting seasons.

As early in spring as April, the mating birds begin nest-building, sharing the labor. Sometimes in five days, sometimes longer, they build a roomy nest in the crotch of a tree, using sticks, twigs and roots for building materials. The four eggs are a light bluish or greenish gray, speckled with brown.

Near his nest, the blue jay is cautious and quiet, but elsewhere bold, noisy and aggressive. He has not the reputation of being a good bird-neighbor, but his beauty brings joy to the eye. He screams, whistles and mimics the calls of other birds.

When the nesting season is over and the young birds are no longer a care, comes the molting season, and whether from motives of vanity or not, the bird keeps to the retirement of the forest until his new coat of feathers is ready for display.

Although he does not resemble the crow, ornithologists class the jay in the same bird family. Corvidae, and the reputation of the two is somewhat similar.

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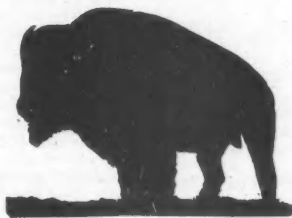
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ARITHMETIC—Grade VI.

- I. What are the first two steps in each of the following?
 - (a) $3\frac{5}{19} + 1\frac{1}{5} =$
 - (b) $4\frac{5}{12} - 3\frac{3}{4} =$
 - (c) $5\frac{1}{9} - 3\frac{1}{16} =$
 - (d) $5\frac{1}{4} \div 9\frac{2}{3} =$
 - (e) $3\frac{1}{2} + 3\frac{2}{5} - 6\frac{1}{4} + 1\frac{1}{3} =$
- II. (a) $6\frac{1}{2} \times 0 + 4\frac{1}{2} = 4\frac{1}{2}$.
 (b) $1 + 4\frac{5}{16} = 16/69$.
 (c) $1\frac{1}{20} - 13/20 = 8/20$ or $2/5$.
 (d) $\frac{3}{4} \div \frac{1}{2}$ of $9 = 1\frac{1}{6}$.
 (e) $\frac{3}{4} \div \frac{1}{2} \times 9 = 13\frac{1}{2}$.
 (f) $\frac{3}{4} \times \frac{1}{2} \div 9 = 1/24$.
 (g) $3\frac{3}{5} + 2\frac{2}{5} \times 1\frac{1}{4} - 2\frac{1}{4} \times 3 + 9 \div \frac{1}{2} = 17\frac{39}{40}$.
- III. (a) What is the volume of a square timber 10 ft. long, 8 inches wide and 6 inches thick?
 (b) What is the surface area of the timber?
- IV. (a) Find the cost of excavating a basement 24 ft. 6 ins. long, 20 ft. wide, and 9 ft. deep at 30c a cubic yard.
 (b) Find the cost of cementing the floor at 45 cents a square yard.
 (c) The surface area of the floor of the excavation is what fraction of an acre?
- V. Express:
 - (a) $2\frac{1}{2}$ ins. as a fraction of a yard.
 - (b) $3\frac{1}{5}$ oz. as a fraction of a pound.
 - (c) 25 oz. as a fraction of a pound.
 - (d) 50 sq. yards as the fraction of an acre.
 - (e) $16\frac{1}{4}$ cents as the fraction of a dollar.
 - (f) $37\frac{1}{2}$ cents as the fraction of a dollar.
 - (g) $13\frac{1}{3}$ cents as the fraction of a dollar.
 - (h) \$1.35 as the fraction of \$40.00.
 - (i) \$3.25 as the fraction of \$100.00.
 - (k) 75 cents as the fraction of \$50.00.
- VI. Find the number of which:
 - (a) 9 is $3/5$.
 - (b) 12 is $1/6$.
 - (c) 35 is $5/6$.
 - (d) 80 is $10/11$.
 - (e) 90 is $5/6$.
- VII. (a) Find $5/7$ of 7642.
 (b) Of what number is 18, 8/9?
 (c) Express 14 as a fraction of 10.
 (d) Express 35 cents as a fraction of \$35.00.
 (e) 55 is $5/8$ of what number?

GEOGRAPHY—Grade VII THE VALUE OF OCEANS

In the early days of the world's history, oceans were great barriers separating land masses. Now they are used as great highways that bring all parts of the world closer together. They made possible the exchange of articles of trade by the cheapest possible means.

Oceans form valuable means of defence for many countries. England has no frontier that must be fortified and guarded to keep out invading armies; England depends on the ocean and her navy to do this.

Oceans have a moderating influence on climate, makes the summers cooler and the winters milder than they would otherwise be. Then, too, the moisture from the oceans is carried by winds and deposited on the lands over which they blow—particularly on the windward side of the highlands.

The oceans teem with countless varieties of fish that form a valuable source of food supply, the largest and most important fishing grounds being those of the North Atlantic and North Pacific. Then, too, the natives who live around shallow seas of the Malay Archipelago are well-known as fisherman. From the whale, the seal, the walrus, and the porpoise valuable products are obtained. Sponges, salt, coral, and pearls are also valuable products of the seas.

Of the ten largest cities of Europe, nine are sea ports.

The Pacific Ocean is of great value to Western Canada. The winds blowing from it carry with them much moisture which they deposit on the western slopes of British Columbia mountains. Here, as a result, are dense forests that are a most valuable resource. The Pacific also moderates the climate of British Columbia. The fisheries of the North Pacific have been a source of wealth to that province.

By means of the Pacific Ocean, trade is easily carried on with China and Japan where there is an ever-increasing demand for Canadian products. By way of the Pacific Ocean, the Panama Canal, and the Atlantic Ocean products of Western Canada can

be delivered in Europe more cheaply than they can be sent by rail and shipped from eastern ports. The Pacific Ocean has given Vancouver one of the finest and safest harbours of the world. More than forty different lines of steamships call at the Port of Vancouver.

CITIZENSHIP—Grade VIII.

The Intercolonial Railway

When Lord Durham made his report to the British Government in 1839, he included in it a recommendation that a railway be built from Halifax to Quebec to link the Maritime provinces with Canada. The proposal was too advanced to be acted upon at that time and, it was not till Confederation was being discussed that the building of this railroad became a live issue.

In 1864, the delegates to Quebec from the Maritime Provinces had had their choice of taking the steamer from Pictou which called at Shediac, or of going by sea to Portland, Maine, and there meeting the Grand Trunk Railway. They had therefore demanded as one of the terms of Confederation, the building of an intercolonial railway, and in 1867 this was begun. The Imperial Government offered aid, but insisted that as the line would be an essential in time of war it should not be run too near the boundary. This added to the length and expense. The eastern terminus was Halifax and, by buying and constructing, the road extended to Montreal. The railway has not been a commercial success, but if Canada was to become a nation, the various parts of the Dominion had to be united by steel no matter what the cost. This railroad is now a part of the Canadian National Railway System.

The Canadian Pacific Railway

One of the conditions upon which British Columbia, on July 1st, 1871, entered Confederation was that, within ten years a railroad should be completed binding the Pacific Province to Lake Huron.

The Government had at first intended to build the line itself, but afterwards decided to employ a private company. The government was accused of dishonesty in connection with the granting of the contract. Sir John A. MacDonald and his government went down to defeat and Alexander Mackenzie and his party took over the reins of government. Mackenzie would hear of nothing but a government-owned railroad and offered to British Columbia a wagon-road and telephone line, and a railroad to be built as finances permitted.

British Columbia was not satisfied with this and threatened to withdraw from the Dominion. However, another election resulted in the return to power of Sir John A. MacDonald and his party.

The new government immediately set about to carry out its bargain with British Columbia. The Canadian Pacific Railway Company was incorporated in 1880, its chief members being Sir Donald Smith and Lord Mountstephen.

Never did financiers more boldly stake their all upon the hazard of success; never did politicians plan a bolder enterprise in bolder confidence. The government turned over to the company 700 miles of government built line, and gave them \$25,000,000 in cash and 25,000,000 acres of land. The land grant was lavish but it was valuable only as the railroad made it so.

The line was pushed rapidly along the rugged shores of Lake Superior, over the tangled mass of rock and lake and wilderness between Lake Superior and Winnipeg, across a thousand miles of prairie where there was not an inhabitant save the buffalo and the Indian, and a few hundred equally savage hunters, through the terrible Kicking Horse Pass, through Roger's Pass in the Selkirk which was discovered only in 1883, when the railway was already at the base of the mountain, then down the valley of the Fraser, and so out at last to Burrard Inlet, an arm of the Pacific, where now stands Vancouver.

The line was built at headlong speed. The company had ten years in which to complete the road but on November 7th, 1885, at the lonely little hamlet of Craigellachie, Sir Donald Smith drove the last spike of the Canadian Transcontinental Railway.

The Canadian Northern Railway

Until the opening of the present century the C.P.R. served the transportation needs of the West. At that time the tide of immigration set in and many farmers settled in the rich government lands. The frontier was pushed northwestward and the wheat belt extended to the Peace River. Canadians had ceased to hug the American border to the south.

It was under these circumstances of immigration, expansion, and prosperity that rival railroads began to appear in the West. William MacKenzie and Donald Mann who, as contractors for the C.P.R., had learned the railway game, acquired, in 1896, an unused charter for a line between Portage La Prairie and Lake Manitoba. Beginning with this hundred miles they soon extended in every direction and had reached the Great Lakes to the east. Then they extended to Edmonton and were finally stimulated to transcontinental ambitions. A heavy fall grain traffic was not profitable unless they had a return traffic of freight. As a result they built, bought, and leased railways till they had Halifax for their eastern terminus. Soon after the war broke out these men completed their transcontinental railway by building along the north shore

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The Grand Trunk Pacific

The Grand Trunk Pacific Railway, built by Sir Wilfred Laurier and his government, aimed to reconcile conflicting objectives. The Grand Trunk Railway desired to extend to the Pacific. Ontario and Quebec wanted the great hinterland between the St. Lawrence and Hudson Bay opened up. Nova Scotia and New

Brunswick wanted a railroad that would give them a share of its western traffic instead of having it go to Portland, Maine.

The scheme which was ultimately evolved provided for a new northerly transcontinental railroad 3,550 miles in length, beginning at Moncton, as a compromise between St. John and Halifax, cutting diagonally through New Brunswick, crossing the St. Lawrence by a great bridge at Quebec, and continuing through the Laurentian Highlands of Quebec and the clay belt of New Ontario to Winnipeg, whence the Grand Trunk Pacific should traverse the rich northern wheat belt to Edmonton, and thence through the Yellowhead, across British Columbia, following the Sheena Valley to the North Pacific port—Prince Rupert—at the outlet of that river. Thus the Grand Trunk would have its western extension, the western provinces would be served, the hinterland of Ontario and Quebec would be served, and the Maritime Provinces would be fed by new traffic. This railway too, is part of the Canadian National System

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Durie, Ruth E. | DONALDA —
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